

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

# **RELATIONSHIPS: THE HEART OF TEACHING?**

A thesis presented in partial fulfillment

of the requirements for the degree

of

Master of Education (Adult Education)

at Massey University (Wellington)

New Zealand

**HILARY MONK**

2004

## ABSTRACT

*Learning and teaching are courageous acts. They involve journeying through unknown and unexplored terrain. The journey can be joyous and/or painful. Teaching and learning can evoke strong commitments to personal action. Both teachers and learners experience the complexity of the learning and teaching task.*

*This grounded theory study sought to 'wonder' about the essence of teaching and learning; to investigate the relationship/s that teachers identified within teaching and learning, and to search for priorities, connections, similarities and differences.*

*Melody, Kath, Nadine, Tori, Kerry and Kaye were the six participants of the study who shared the beliefs and values they held as early childhood educators engaged in various teaching and learning contexts. They participated in interviews, created and discussed teaching and learning metaphors and joined together to take part in a focus group discussion.*

*Emerging from the data were two theoretical metaphors that revealed relationships to be at the H.E.A.R.T. and R.O.O.T. of teaching and learning. The letters of each metaphor represented a category of inter-related properties inherent in teaching and learning relationships. As the project progressed, these two metaphors merged into one revealing relational connectedness within teaching and learning to be Holistic, Embedded, Authentic, Reciprocal and Transformational. Participants confirmed that the emergent metaphor H.E.A.R.T. had a strong sense of "fit, relevance and working" (Glaser, 1992, p. 15) in relation to their day-to-day teaching and learning experiences. Therefore, this thesis highlights the importance of relational connectivity in teaching and learning.*

## ACKNOWLEDGEMENTS

There are three groups of people I would like to acknowledge and thank for their support during the completion of this study.

Clearly, this study would not have been possible without the participation of Melody, Kath, Nadine, Kerry, Tori and Kaye. My thanks go firstly to you for your willingness to spend time being interviewed, creating and discussing metaphors and for attending the focus group breakfast. I appreciate the heart to teach in each of you and feel it a privilege to have you as my colleagues in the early childhood education sector. Each of you is an inspiration to me in different ways.

I have so appreciated the different strengths of my supervisors, Dr Marg Gilling and Dr Linda Leach from Massey University (Wellington). Marg thank you for nurturing a love of research in me while you encouraged and challenged me as a novice researcher. You seem to have a special knack of drawing out of me a mix of creativity and academic endeavour. Thank you for believing in me. Linda, I appreciate your thoroughness and attention to detail. Thank you for reading my work with care. I have valued your challenging questions and helpful suggestions. Thank you for your encouragement and support during my years of study under your leadership.

To my friends Jan, Fay and Bev – thank you for your friendship, for being there through the tough times and helping me to believe that I could and would accomplish this task. Thank you Joanne for sharing your expert word processing skills with me, your ability to quickly press a few keys and perform wonders on the computer screen never ceases to amaze me. Michelle and Howard, thank you for taking the time to read yet another thesis after having done the same task for others already this year, I really appreciate your support.

Most of all my thanks goes to “the God who made the heavens and the earth” (Genesis 1.1) for His continued grace and faithfulness in guiding this work to its conclusion.



# TABLE OF CONTENTS

ABSTRACT .....	i
ACKNOWLEDGEMENTS .....	ii
TABLE OF CONTENTS .....	iii
LIST OF TABLES .....	v
LIST OF FIGURES .....	vi
 Chapter One INTRODUCTION .....	 1
Rationale for this Study.....	1
Research Context .....	2
Research Aims .....	3
Outline of the Thesis .....	3
 Chapter Two THE LITERATURE .....	 5
The Place and Role of the Literature.....	5
Literature Base .....	7
 Chapter Three METHODOLOGY.....	 17
Research Approach .....	17
Rationale for the choice of Grounded Theory Methodology .....	18
Grounded Theory: Glaser or Strauss? .....	20
 Chapter Four METHOD .....	 23
Research Focus.....	23
Participants.....	24
Research design.....	27
Data Gathering Tools .....	28
The Data Gathering Process.....	32
Ethical Considerations .....	35
The Method of Data Analysis .....	38
 Chapter Five FINDINGS .....	 47
Section One: Theoretical Metaphor - HEART.....	47
Section Two: Theoretical Metaphor - ROOT .....	67
 Chapter Six DISCUSSION .....	 76
Holistic .....	77
Embedded.....	81
Authentic .....	84
Reciprocal .....	88
Transformational .....	91

Chapter Seven CONCLUSION AND RECOMMENDATIONS .....	98
Overview .....	98
Theoretical Metaphor: HEART.....	99
The strengths and weaknesses of the study.....	101
Recommendations .....	103
Concluding comments.....	104
Appendix A     INFORMATION SHEET .....	106
Appendix B     LETTER OF APPROACH - INSTITUTE.....	108
Appendix C     CONSENT FORM - INSTITUTE .....	109
Appendix D     LETTER OF APPROACH - PARTICIPANTS .....	110
Appendix E     CONSENT FORM - PARTICIPANTS .....	111
Appendix F     FOCUS GROUP CONFIDENTIALITY AGREEMENT .....	112
Appendix G     LETTERS FROM ETHICS COMMITTEES .....	113
Appendix H     INITIAL INTERVIEW QUESTIONS.....	115
Appendix I     ACTUAL INTERVIEW QUESTIONS .....	116
Appendix J     QUESTIONNAIRE .....	117
Appendix K     PARTICIPANTS' VISUAL IMAGES OF METAPHORS .....	118
Appendix L     PARTICIPANTS' METAPHOR STATEMENTS .....	121
Appendix M     EXAMPLE OF ONE PARTICIPANT'S CODING CHART .....	122
Appendix N     CODING CHART – ALL PARTICIPANTS.....	124
Appendix O     FEEDBACK TO FOCUS GROUP.....	126
Appendix P     GLOSSARY OF GROUNDED THEORY TERMS .....	127
REFERENCES.....	129

## LIST OF TABLES

Table:	Title:	Page:
Table 4.1	Beginning Teachers' Details .....	26
Table 4.2	Teacher Educators' Details .....	26
Table 4.3:	Schedule of participant interviews .....	34
Table 4.4:	Example of Initial Open Coding .....	40
Table 4.5:	Example of the development of categories and properties. ....	41
Table 4.6:	Examples of emergent categories. ....	41
Table 4.7:	Initial Categories of Learning and Teaching Metaphors.....	44
Table 5.1:	Properties of the Category Holistic.....	48
Table 5.2:	Properties of the Category Embedded. ....	51
Table 5.3:	Properties of the Category Authentic .....	56
Table 5.4:	Properties of the Category Reciprocal .....	59
Table 5.5:	Properties of the Category Transformational .....	62
Table 5.6	Metaphors linked to the Category Reciprocal.....	67
Table 5.7	Metaphors linked to the Category Ongoing .....	69
Table 5.8	Metaphors linked to the category Overview .....	71
Table 5.9	Metaphors linked to the category Transformational .....	72
Table 6.1:	Links between findings and literature - Holistic .....	77
Table 6.2:	Links between findings and literature - Embedded.....	81
Table 6.3:	Links between findings and literature - Authentic .....	85
Table 6.4:	Links between findings and literature - Reciprocal .....	89
Table 6.5:	Links between findings and literature – Transformational .....	92
Table 6.6:	HEART: Issues and tensions.....	96

**LIST OF FIGURES**

Figure:	Title:	Page:
Figure 2.1:	The Place of the Literature Flow Chart.....	6
Figure 4.1:	Participant Introductions .....	25
Figure 4.2:	Research Design Flow Chart.....	27

# **Chapter One**

## **INTRODUCTION**

### **Introduction**

Teaching and learning can be described as complex, uncertain, exhilarating, collegial, lonely, passionate and/or problematic experiences. Trying to capture the essence of teaching and learning in a single word or phrase would seem almost impossible. The reality is that teaching and learning are messy activities. I am a teacher through and through and like Palmer I find “there are moments in the classroom when I can hardly hold the joy” (1998, p. 1). Such moments occur when I connect with learners and together we explore uncharted waters discovering, for the first time or the hundredth time, the wonder of learning something new. However, a love of learners, learning and teaching does not mean that there are no ‘bad’ days. Teaching involves a tangle of components such as context, pedagogy, philosophy, curriculum and people – the teacher/learner and the learner/teacher. To teach and to learn is a mix of predictable and unpredictable factors.

### **Rationale for this Study**

There are various reasons why people choose to be teachers, in the mind of many (probably most) of these people is a deep caring about the students and the subjects they teach. More recently relationships between teachers, learners and subject materials have become a matter of interest to people at all levels of education, be they state policy-makers, administrators, the community or teachers and learners themselves. Apps (1996, p. 9) believes that “education is a series of relationships: learners relating to their own intellectual emotional physical and spiritual selves; teachers relating to learners; learners relating to each other; learners relating to knowledge and teachers and learners relating to contexts and communities”. The early childhood education curriculum document *Te Whāriki* (Ministry of Education, 1996) has as one of its foundational principles – relationships. In 2003 the New Zealand Ministry of Education, in their “Statement of Intent 2003 – 2008” claimed that “relationships with students are at the heart of teaching excellence” (p. 37).

My interest in the topic stems from teaching within the early childhood sector as both an early childhood educator and as a tertiary lecturer during the past 25 years. In 2001 I undertook a small-scale research project entitled “Caught or Taught? Two Christian Early Childhood Centre’s Expressions of their Worldview(s) and Philosophy(ies)” (Monk, 2001). A strong finding that emerged from that project was the multiple relationships teachers engage in as part of their work. This present study further explores the relational aspects of teaching and learning.

Alongside this, the present study links to the work undertaken by other researchers at Bethlehem Institute. One such example is Youngs’ (2002) study on servant leadership. Both studies were concerned with relational aspects of the Institute and contribute to the paradigm of research in Christian Education that is emerging nationally and internationally. With the Institute being relatively new (11 years old) there have been few studies undertaken thus far and none that explore relationships within teaching and learning.

Finally, this study was designed to incorporate three fields of personal interest and involvement – adult education, early childhood education and Christian education.

## **Research Context**

The context for this study was two fold. Firstly participants were all teachers or graduates of Bethlehem Institute, a small (approx 200 students) but growing Private Training Establishment that specialises in providing degree and diploma qualifications to adult learners within a Christian framework. The espoused culture of the Institute is one of relational teaching and learning and this intention was documented in several key Institute documents including the Prospectus, Calendar, Strategic Plan and Mission Statement.

Secondly, participants were all involved in early childhood education – they were either teachers or graduates of the Bachelor of Education (Teaching) Early Childhood Education programme delivered by the Institute. The three participants who were graduates taught in three different licensed community early childhood centres.

Due to my close association with the participants (as a colleague or teacher educator) I brought a particular perspective to the study which I believe enriched it. This perspective did shape the way I collected and interpreted the data and needs to be acknowledged. Details and discussion related to this can be found in chapter four in the sub-section Ethical Considerations.

## **Research Aims**

This study was based in my interest regarding the relationship/s within the activities of teaching and/or learning. In keeping with Glaser's (1992) grounded theory methodology, this study did not have a specific research question but rather was based in a "wonderment of what is going on" (Glaser, 1992, p. 22) in regard to relational teaching and learning activities of early childhood teacher educators and their graduates.

## **Outline of the Thesis**

The thesis is divided into seven chapters, each dealing with a different aspect of the research study.

The first chapter presents an introduction to the research topic and a rationale for carrying out research in this area. It also provides an introduction to the context in which the research is set and the aims that shape the study.

The place and role of the literature is discussed and justified in chapter two. This chapter also outlines the literature base from which this study grew.

Chapter three outlines the choice of methodology that underpins the study. This chapter discusses grounded theory as a research methodology acknowledging the different views of Glaser and Strauss. It elaborates on the reasons for following Glaser's approach.

The fourth chapter contains the details of the overall research design. Threaded through this chapter is a narrative that intertwines my research journey as part of the research process. This chapter goes on to describe the participants, data gathering

tools and processes, ethical considerations and how the principles of grounded theory data analysis were employed within the study.

Chapter five is the most substantial chapter of this thesis and is divided into two main sections corresponding to the two theoretical metaphors that emerged from the data analysis. The voices of the six participants of the study are strongly evident here with their words being used as much as possible to confirm the emergence of both the categories and properties of the emergent theoretical metaphors.

The findings from chapter five are discussed in chapter six and linked with the literature as a further source of data. Divided into five sections, this chapter is organised according to the theoretical metaphors that emerged during the data analysis. The discussion here sharpens and clarifies the findings of the study through the integration of the literature.

The seventh and concluding chapter, of the thesis provides an overview and highlights the findings of the study. The inherent strengths and weakness of the study are discussed with these leading to recommendations for future research.



## **Chapter Two**

### **THE LITERATURE**

#### **Introduction**

This chapter is divided into two sections. In the first section I discuss and justify the place and role of the literature within this grounded theory study. The second section of the chapter outlines the literature base or foundation from which the study grew. In this second section I discuss the socio-cultural context and pedagogy espoused in early childhood education in New Zealand as well as the concept of a relational model of teaching and learning espoused by Bethlehem Institute. In the last part of the second section I focus on two authors who have particularly influenced my thinking on the topic of relationships within teaching and learning.

#### **The Place and Role of the Literature**

Traditionally a research study begins with a study of the literature within and around the area of interest. However this is not the case with grounded theory. Glaser strongly reiterates the message that it is not until the “grounded theory is nearly completed during the sorting and writing up ... (that) the literature search in the substantive area can be accomplished and woven into the theory as more data for constant comparison” (1998, p.67). The aim of Glaser’s dicta is to allow for free and open discovery of emergent concepts and interpretations from the data rather than having the researcher already pondering the thoughts of others and missing what is actually present in the data collected. The logic behind this is clear, “grounded theory is for the discovery of concepts and hypotheses, not for testing or replicating them” (Glaser, 1992, p. 32). Grounded theory needs to be as free as possible of others’ ideas or assumptions, allowing discovery to take place.

However, once the coding of data has begun, and particularly once sorting and writing is in progress, the literature becomes part of the data to inform the emerging theory/ies. Using the literature as a basis for comparing and contrasting the findings of the study fits within the “inductive” process of the research, where the literature becomes an aide once the analysis of the data reveals patterns and categories. Using

the literature in this way means that the “research may incorporate the related literature in the final section of the study” (Creswell, 2003, p. 31). Scholarship is not put at risk in this process as the ways the emerging grounded theory relates to the literature will vary with the amount and kind of literature that is available. Also, at this point “the researcher ... knows his (sic) own categories quite well and cannot be shaken from them. He (sic) can only sharpen them by better fitting ideas from the literature” (Glaser, 1992, p. 33). As connections occur, it is important for the researcher to remember that “his (sic) job is to generate, not to verify” (Glaser, 1992, p. 33).

Figure 2.1 is my interpretation of Glaser’s (1992) suggestions and visually expresses the place of the literature in this study. The arrows show the inter-relationship/s of the various phases of the study and how each influenced and informed the other.

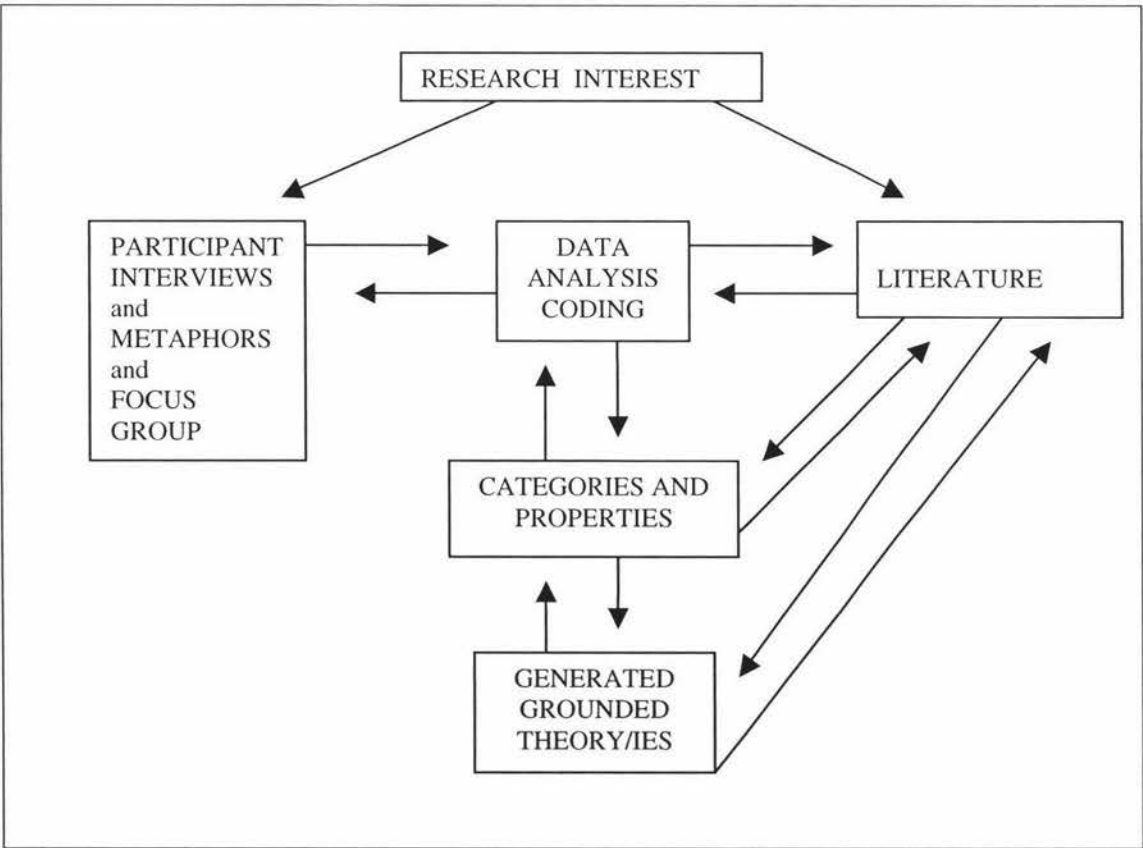


Figure 2.1: The Place of the Literature Flow Chart

Although no substantive literature review was carried out in the initial stages of this study, the present study did flow out of a previous small scale research project (Monk,

2001) which included a review of relevant literature. Alongside this, I had been interested in the topic of ‘relational teaching and learning’ for some time and was therefore loosely reading ‘around’ the topic. Further, I acknowledge that teaching in the field of early childhood education where the national curriculum *Te Whāriki* (Ministry of Education, 1996) has Relationships as one of its foundational principles, has influenced my thinking on the topic. However, the review of specific literature related to the substantive categories that emerged from the data did not occur until coding and sorting was in progress.

## Literature Base

Foundational to this study is my interest in relational teaching and learning. Although the substantive literature review did not occur until later in the research process, it is important to acknowledge that there still was a literature base to the study. This base or foundation linked firstly to a socio-cultural context and pedagogy espoused in New Zealand’s early childhood education curriculum document *Te Whāriki*; secondly to the Bethlehem Institute’s Bachelor of Education (Teaching) Early Childhood Education’s conceptual framework which espouses a relational model of teaching and learning, and thirdly to two authors who have particularly influenced my thinking on this topic.

### *Socio-cultural context and pedagogy*

An important background factor regarding the context of the study is that early childhood education in New Zealand is set within a socio-cultural pedagogy and philosophy. *Te Whāriki* (Ministry of Education, 1996) the New Zealand early childhood curriculum document, brings together elements of both care and education, caters for infants, toddlers and young children and applies to a range of early childhood services. The document is broad in scope and reflects the educational thinking of the time it was developed (Hamer & Adams, 2003). Further, the development of *Te Whāriki* “marked an important shift in early childhood education in Aotearoa-New Zealand since the term curriculum was not commonly used in early childhood education prior to the 1990s” (Nuttall, 2003a, p. 24).

Curriculum is defined in *Te Whāriki* as “... the sum total of the experiences, activities and events, whether direct or indirect, which occur within an environment designed to foster children’s learning and development” (Ministry of Education, 1996, p. 10). This concept of curriculum, encompassing everything that happens in the teaching and learning environment, speaks of the holistic, relational, child-centered philosophy of early childhood education in New Zealand. Within this

... socio-cultural, constructivist pedagogy, both teachers and children are understood to be engaged in a process of actively constructing knowledge, thorough their interactions with time, space, objects and people. Learning is viewed as an active process on the part of the learner, and as being driven by meaningful social interactions (Nuttall, 2003b, p. 167).

This view of curriculum differs from the more traditional notions of curriculum being a set of prescribed aims and content and instead “requires teachers, parents and children to collaboratively explore their own perspectives on what counts as ‘teaching’, ‘learning’ and ‘knowledge’” (Nuttall, 2003a, p. 24). Teachers, parents/whanau and children enter the early childhood centre with rich prior experience. *Te Whāriki* views children as active participants in their own learning, they are being and becoming “competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Ministry of Education, 1996, p. 9). *Te Whāriki* does not view the child as a ‘blank slate’ that is waiting to be ‘written on’, but rather as a ‘rich’ competent child who is building on their previous home and community experiences.

The child’s learning environment includes the early childhood centre but is not limited to it. Bronfenbrenner’s (1979) ecological model, influential in the development of *Te Whāriki*, positions the child within a nest of complex, dynamic, social and cultural contexts or environments. Bronfenbrenner’s model “regards children as existing and developing within a complex system that is based on interactions and relationships ... with the child venturing outside the family

environment and encountering the childcare or school environment” (Dockett & Fleer, 1999, p. 82). The child and their environment/s are closely connected. *Te Whāriki* recognises that “learning is about the way in which children perceive and deal with their environment” (Ministry of Education, 1996, p. 19).

*Te Whāriki* is a complex document that is conceptualised as a woven mat made up of principles (Empowerment, Holistic Development, Family and Community, and Relationships) and strands (Belonging, Wellbeing, Contribution, Communication and Exploration). These principles and strands reflect various theories and ideas strongly influenced by the work of Vygotsky (Cullen, 2003; Hamer & Adams, 2003). Cullen (2003, p. 271) suggests

the key principle that learning is embedded in social and cultural contexts (derived from Vygotskian and various post-Vygotskian theories that favour social constructivist perspectives on development and learning) has served to emphasise both the importance of authentic learning, and the social interactions and relationships in which learning occurs.

Linked to this discussion regarding learning being embedded in socio-cultural contexts, is the fact that *Te Whāriki* is a guiding document for bicultural development and learning within New Zealand early childhood education. At the outset of *Te Whāriki*’s development, there was a deliberate attempt to create a “treaty-based model of bicultural partnership” (Ritchie, 2003, p. 86) and to recognise that an early childhood curriculum document “needed to consider learning experiences that were not only developmentally appropriate but also nationally, culturally, educationally and individually so” (Ritchie, 2003, p. 87). The draft document released in 1993 contained a section on culturally appropriate practice, however, while this was removed from the final document released in 1996, the commitment to the Treaty of Waitangi remained (Ritchie, 2003). This is evidenced in the aspiration that all children in Aotearoa New Zealand early childhood services would have the “opportunity to develop knowledge and understanding of the cultural heritages of both partners to Te Tiriti o Waitangi” (Ministry of Education, 1996, p. 9).

Although *Te Whāriki* relates particularly to curriculum and programmes for children, its pedagogy and underlying philosophy is equally relevant to the adults involved in centres and to teacher educators and student teachers. Keesing-Styles (2003b, p. 239) suggests that

if student teachers are to fully understand the intricacies and implications of a pedagogy based on (the principles of *Te Whāriki*, then) there is no greater opportunity to accept, challenge, construct, internalise, debate or practice them than if teacher education can be constructed on the very same set of principles.

The *Te Whāriki* principles (Empowerment, Holistic Development, Family and Community, and Relationships), together with the strands (Wellbeing, Belonging, Contribution, Communication and Exploration) can, and in my opinion must, be experienced by **all** involved in early childhood education, not just the children.

In addition, there is considerable interest amongst early childhood educators in New Zealand and worldwide in the socio-culturally based programmes of the Reggio Emilia preschools in Italy (Edwards, Forman, & Gandini, 1993; Hendrick, 1997). The Reggio Emilia educators also value a Vygotskian approach recognising that learning takes place in the social realm and seeing this as a place for the co-construction of knowledge and understanding (Berk & Winsler, 1995; Malaguzzi, 1996). Vygotsky's theories emphasise the social origins of ideas and higher thinking within the individual and include the centrality of language use, scaffolding, and the zone of proximal development (Berk & Winsler, 1995; MacNaughton, 2003). The theoretical principles of social constructivism are explicit within early childhood education literature and express the critical role of socio-cultural learning and teaching which has influenced the New Zealand early childhood education context and thus forms a back-drop to this study.

#### *A relational model of teaching and learning*

Alongside the strong socio-cultural pedagogical base of *Te Whāriki* espoused by the early childhood education sector, Bethlehem Institute, the setting for this study,



aspires to a relational model of teaching and learning (Bachelor of Education (Teaching) Review Team, 2004; Katterns, 2002). Historically, teachers in general, often thought ‘I will teach and they will learn’. Today, there are more and more authors suggesting that who teachers are, how they behave and, what they believe and value are as, if not more, important than the subject matter they teach (Bethlehem Institute, 2004a; Biesta & Miedema, 2002; Hall & Kidman, 2002; Houghton, 2001; Intrator, 2002; Kane, Sandretto, & Heath, 2004; Keesing-Styles, 2003a; Noddings, 2003; Palmer, 1998; Stephenson, 2001; Tiberius, 2001). Effective teachers are being considered as both aware of themselves as teachers and sensitive to the needs of the students they teach. The concept of considering pedagogy as a “dynamic, reciprocal, interactive relationship” (Wink, 2001, p. 7) emphasises the link between the socio-cultural and relational model/s of teaching and learning. The well known saying ‘people don’t care how much you know until they know how much you care (about them)’ fits well with this.

The conceptual framework in which the Bachelor of Education (Teaching) Early Childhood Education degree is framed, captures and articulates the vision and direction of the Bethlehem Institute’s teacher education endeavours. This framework is shaped by the Christian ideology of the Institute, is relational in nature and contains a vision that graduates will be people who are “gracious, secure and teachable” (Bethlehem Institute, 2004b, p. 10).

By **gracious** we mean a person who is ‘other’ centered being able to genuinely engage empathetically with multiple perspectives without compromising commitment to their own beliefs (Bethlehem Institute, 2004b, p. 20).

By **secure** we mean a person who has a strong sense of belonging, design and purpose. They are self-aware, know their strengths and weaknesses and understand how these influence or shape their teaching (Bethlehem Institute, 2004b, p. 14).

By **teachable** we mean a person who has both the disposition and skill to seek and receive both internal and external feedback through critical reflection, revelation, professional inquiry, dialogue and reading (Bethlehem Institute, 2004b, p. 16).

The Bethlehem Institute's approach to teacher education is summed up in the aspirational phrase of "developing relational, transformative and responsive early childhood educators who are secure, teachable and gracious" (Bethlehem Institute, 2004b, p. 10).

Just as *Te Whāriki* views the child as entering the early childhood centre with competence and a richness of experience, so the student teacher is acknowledged as bringing a richness of previous experience and knowledge as they enter their teacher education programme. Therefore, the more teachers get to know their learners "the better they are able to connect with them and the more likely (learners) will be able to benefit" (Tiberius, 2001, p. 2). Or as Hall and Kidman (2002, p. 332) suggest, "the way in which the teacher and students work together in respect of unraveling the content influences directly the effectiveness of the learning". Teachers need to know who their learners are, where they are from, what background knowledge and skills they bring, what are the age, gender and ethnic characteristics of the learner group, what approaches they bring to learning and what peer networks already exist (Hall & Kidman, 2002).

Teaching and learning are contextual in nature. One of the most important contexts for people is the interpersonal connection with other people. "We need others to help us solve problems and to console, understand, celebrate and appreciate ourselves" (Houghton, 2001, p. 706) both as learners and teachers. Teachers "affect the lives of students not just in what we teach them by the way of subject matter but in how we relate to them as persons" (Noddings, 2003, p. 249). In this regard two authors have had a major influence on my thinking over the past few years, firstly Palmer (1993; 1998; 1999) and secondly Sergiovanni (1992; 1994; 1996; 2005).



*Two authors of particular influence*

Palmer (1998, p.4) notes that while it is common for a teacher to ask ‘What shall I teach?’ and ‘How shall I teach it?’ seldom do teachers ask the question ‘Why shall I teach it, and why teach this way?’ and even less often do they ask the question ‘Who is the self that teaches?’ Palmer argues that teaching is a truly human activity and that it emerges from one’s inwardness, for better or worse. “As I teach, I project the condition of my soul onto my students, my subject and our way of being together” (Palmer, 1998, p. 2). Grappling with Palmer’s “we teach who we are” (1998, p. 1) has taken, and continues to take courage. I have always known that some teachers excite me and others don’t, that some ask ‘are there any questions?’ yet don’t wait for a reply and others share their relationship with their subject with me. For me Palmer draws a relational triangle of the teacher, the student and the subject. He challenges me when he states that “good teaching cannot be equated with technique. It comes from the integrity of the teacher, from his or her relation to subject and students, from the capricious chemistry of it all” (Palmer, 1999, p. 1) and I realise more and more the centrality of relationships in teaching and learning; relationships with “people, places and things” (Ministry of Education, 1996, p. 43).

Another concept that challenges my thinking is Palmer’s phrase “to teach is to create a space in which obedience to truth is practiced” (Palmer, 1993, p. 69). This concept of learning space has three central dimensions “openness, boundaries and an air of hospitality” (Palmer, 1993, p. 71). To create space is to set aside the hindrances, limitations and obstacles to learning that may be found around us or within us. For example, the fear of not knowing or being ignorant often leads teachers and learners to fill the learning space with meaningless words, anxiety and pretense. Yet, not knowing, is simply the first step towards knowing. The *openness* of learning space speaks of the freedom to ‘not know’, (Palmer, 1993) a notion also found in *Te Whāriki* (Ministry of Education, 1996) that links to the concept of being ‘teachable’ (Bethlehem Institute, 2004b, p. 16). A learning space is not endless, it has limits and boundaries. The *boundaries* of learning space speaks of both the teacher and learner being prepared to stay in that learning space, to wrestle with new ideas rather than to quickly move on, to be prepared to experience the “discomfort and pain that are often signs that truth is struggling to be born among us” (Palmer, 1993, p. 73). The *air of*

*hospitality* in a learning space speaks of welcoming “receiving each other, our struggles, (and) our newborn ideas with openness and care” (Palmer, 1993, p. 73, 74). This is a place where there is an atmosphere of acceptance and inclusion, a place where the strands of *Te Whāriki* (Wellbeing, Belonging, Contribution, Communication and Exploration) can be enacted, a safe place where learners can live out the concepts of ‘security, graciousness and teachability’ (Bethlehem Institute, 2004b). Creating and maintaining such learning spaces both challenges and informs my understandings of relational teaching and learning because of the emphasis of developing a connection between ‘teacher’ and ‘learner’.

Another author who has influenced my thinking in the area of relational teaching and learning is Sergiovanni (1992; 1994; 1996; 2005). Sergiovanni writes on topics related to Educational Leadership particularly in the context of schooling. I find his understandings on the way educational communities operate and his visions for the way learning communities might be created both insightful and inspirational. He challenges educational leaders to develop theories and practices that emerge from and are central to education rather than rely on those developed in the corporate world (1996).

Sergiovanni argues that there is a need to build community in schools, that “community is the tie that binds students and teachers together in special ways, to something more significant than themselves: shared values and ideals” (1994, p. xiii). He suggests that a sense of community can help teachers and learners to move from being a collection of “I’s” to a collective “we”, creating a blend of identity, belonging and place (1994). “Becoming a community of learners is an adventure, not only in learning ... (but also) in shared leadership and authentic relationships” (1994, p. 115). This adventure extends to the need for a certain level of equality, self knowledge, openness to new ideas and a desire for growth. Building community involves work and courage.

I hear Sergiovanni’s call to build community echoed in both the *Te Whāriki* principle – Family and Community and the strand – Belonging. The challenge to create an environment where children and their families feel a sense of belonging and know

they have a place, acknowledges yet again the centrality of relationships in teaching and learning.

Alongside Sergiovanni's strong call to build community is his call to an understanding of the "head, heart and hands of (educational) leadership" (1992, p. 7). The *head* refers to the person's mind, thinking and knowledge; the *heart* refers to the person's beliefs, values, dreams and character; and the *hands* refer to the behaviours and skills of the person. In his latest book, Sergiovanni expresses these concepts in the form of three questions "The heart of leadership: What do we value? The head of leadership: What are our theories? The hand of leadership: How do we behave?" (Sergiovanni, 2005, p. 24). Although Sergiovanni is writing about educational leadership, I believe the phrase 'teaching and learning' or 'teachers and learners' could be substituted for 'leadership'. With this in mind, I am challenged by the words

"the hand alone is not powerful enough to account for what leadership is; indeed, the hand may not represent leadership at all. If we want to understand a leader's behaviour, we have to examine the heart and the head of leadership too (Sergiovanni, 2005, p. 23).

The model of head, heart and hands speaks to me of connectedness and relationship, the connections within the individual as a whole person and then the relationships that occur between people. I see the interconnections between what the teacher and/or learner value and believe, their understanding of how the world works and then the decisions, actions and behaviours that result because of this. These connections or relationships again become central, and I believe that together they create a more holistic picture of teaching and learning.

### *Conclusion*

This chapter has presented the literature that formed the 'backdrop' to this study. However, the substantive literature search was not undertaken in the initial stages of the project, but rather this occurred once coding, sorting and writing of the emerging grounded theory was in progress as indicated in Figure 2.1 (p. 6). Further literature

can be found woven into the theory as part of the data in chapter six. In this latter chapter the literature is used to sharpen and bring clarity to the emerging theoretical metaphors.

## Chapter Three

# METHODOLOGY

### Introduction

In this chapter I explore and discuss the research approach and methodology that guides this study. Firstly there is a brief introduction to the positivist and interpretative approaches to research outlining why the interpretative approach was chosen to underpin this study. Secondly, consideration is given to the choice of an appropriate methodology and the reasons behind my choice of grounded theory. Finally this chapter outlines some of the differences in the ways Glaser and Strauss view grounded theory and elaborates on my reasons for following Glaser's approach.

### Research Approach

Just as a person's worldview and philosophy influence the way a teacher teaches and an educational institution conducts the business of education, so does their worldview and philosophy influence the way they conduct research. The beliefs a person holds as to the nature of knowledge and understanding, how truth is discovered and what counts as proof, form the starting point on which their research builds (Monk, 2001, p. 6).

Two main approaches, a positivist or scientific approach, and an interpretative approach generally shape social research methodology (Blaxter, Hughes, & Tight, 1999; Bryman, 2001; Davidson & Tolich, 1999; MacNaughton, Rolfe, & Siraj-Batchford, 2001; Radnor, 2001). The positivist or scientific approach emerged from the "*apparent* overwhelming success of science in understanding and solving problems in the natural world ... this was used to generate *law-like* relationships through the careful accumulation of *factual* knowledge" (Davidson & Tolich, 1999, p. 27) [emphasis in the original]. In contrast an interpretative approach

rests on the premise that in social life there is only interpretation. Everyday life revolves around persons interpreting and making decisions about how to act based on their own experiences and their interpretation

of the experience and behaviour of others. The purpose of interpretative research is to clarify how interpretation and understandings are formulated, implemented and given meaning in lived situations (Radnor, 2001, p. 4).

Thus a distinction can be made between the positivist and interpretative approaches to research based on differing epistemological and ontological commitments. However Bryman (2001, p. 428) suggests that this divide may actually be more “free-floating than is sometimes supposed”. Although there are differences, it is important not to exaggerate them as various research data collection methods (interviews, questionnaires) can complement and not necessarily oppose each other. More recently a mixed method approach to research has been considered an acceptable alternative in its own right (Creswell, 2003).

The choice of approach for this research study was made because of a variety of factors. I chose the interpretive approach because I wanted to understand and describe the social action/s that occurred in teaching and learning. I wanted to study these interactions holistically rather than in isolated parts as I believe that the social world is made up of complex and interwoven variables that cannot be separated from each other (Creswell, 2003; Davidson & Tolich, 1999). Having already built rapport with the participants of the study (they were my colleagues and graduates), I wanted to involve them in interviews and a focus group that valued their participation and provided relational connection/s. Choosing an interpretive approach allowed this to take place. Lastly, I wanted to investigate everyday experiences used by ‘ordinary’ teachers who were attempting to make sense of their world/s (Davidson & Tolich, 1999). Once the decision to use an interpretative research approach had been made, it was then necessary to determine a research methodology for the study.

### **Rationale for the choice of Grounded Theory Methodology**

The research methodology chosen for this study was grounded theory. There were a variety of reasons behind this decision. Firstly, the size and scope of the study. Time restraints surrounding the length and size of this study were considerations which led to the rejection of a longitudinal ethnographic or a cyclic action research methodology. Phenomenology, another possible research methodology, could have

been chosen as it emphasises the meaning of an experience for a number of individuals. However, grounded theory was preferred because it “allows for the development or generation of a theory closely related to the context of the phenomenon being studied” (Creswell, 1998, p. 56) rather than the focus being primarily on a concept. An additional factor in choosing grounded theory rather than another interpretive methodology was the aspect of not going into the study with a thesis to prove or disprove. I wanted to refrain from advancing a theory at the start of my study but rather ‘wonder’ about the topic and ‘watch’ as a theory emerged from my data. For me this provided greater scope, challenge and adventure. I was also attracted by the concept that “grounded theories have ‘grab’ and they are interesting. People remember them; they use them” (Glaser, 1978, p. 4).

Secondly, grounded theory with its focus on the generation of theory from data collected in the field seems ideally suited to studies in the area of adult education especially as the adult education field has a strong commitment to the world of practice. Babchuk (1996, p. 7) suggests that

grounded theory not only offers adult educators a time-honoured qualitative research strategy as an alternative approach to more traditional methods of investigation, but provides a viable means for scholars and practitioners to generate theory grounded in the realities of their daily work.

As an adult educator, I have an aim that the research I undertake will have value and relevance to the reality of my daily work. Grounded theory research provides me with this opportunity with its emphasis on “fit and relevance” (Glaser, 1978, p. 4).

Thirdly, grounded theory is a methodology that focuses on the interests of the participants as opposed to those of the researcher (Glaser, 1998). For me, this was of prime importance as my aim was to undertake research ‘with’ rather than ‘on’ participants. Alongside this I feel research needs to have “relevance to participants” (Glaser, 1998, p. 11) as well as relevance and fit for the Institute at the centre of the study. Rolfe and MacNaughton (2001, p. 3) suggest that “the best research will always include close, ongoing collaboration between those who plan the research,



those who carry it out, those who participate in it and those for whom the results have impact”. I anticipate these ideals being realised in this project.

Fourthly, grounded theory meets my goals as a beginning researcher. It provides me with an opportunity to learn while doing and a “freedom to try” (Glaser, 1998, p. 2). Both of these goals are encouraged by Glaser who goes so far as to suggest that even a “partial doing (of) grounded theory by stopping before the package is finished is better than not doing at all” (Glaser, 1998, p. 16). As a beginning researcher, I found this is really encouraging as it removes the stress of being methodologically ‘perfect’ but instead allows growth and learning while undertaking a study such as this.

### **Grounded Theory: Glaser or Strauss?**

Grounded theory derives its name from the practice of generating theory from research which is ‘grounded’ in data. In 1967 Barney Glaser and Anselm Strauss published the book *The Discovery of Grounded Theory*, where they sought to provide an alternative strategy to the more traditional approaches of scientific inquiry which relied heavily on hypothesis testing and other quantitative forms of analysis which were popular at the time. This initial publication outlined the central components of this methodology for social research. They emphasised

generating a theory from data means that most hypotheses and concepts not only come from the data, but are systematically worked out in relation to the data during the course of the research. *Generating a theory involves a process of research* (Glaser & Strauss, 1967, p. 6) [emphasis in the original].

However, later publications by both authors and their associates have begun to show that there are important differences in the ways Glaser and Strauss view grounded theory and its use. This has resulted in two somewhat different methodologies which are both based on the original combined work (Babchuk, 1996). Much controversy has occurred as both Glaser (1992) and Strauss (Strauss & Corbin, 1990) seek to explain their individual epistemological and methodological understandings with particular emphasis on the methods by which theory is derived from the data.



Glaser seems to be more committed to the principles and practices of an ‘emergent’ operation where flexibility is important and the theory emerges ‘naturally’ out of the data (Glaser, 1992). Strauss (Strauss & Corbin, 1990) on the other hand seems to be more concerned with creating a ‘description’ which Glaser argues is ‘forced’ from the data because of the rules that are associated with the process of forming this description (Glaser, 1992). It could even be said that Strauss’ emphasis on process, “practicing the procedures”, is more aligned to the scientific approaches and more traditional qualitative methods (Babchuk, 1996). Further, Glaser encourages researchers to “remember and trust that the research problem is as much discovered as the process that continues to resolve it, and indeed the resolving process usually indicates the problem. They are integrated” (Glaser, 1992, p. 21). Strauss suggests that

*the research question in a grounded theory study is a statement that identifies the phenomenon to be studied. It tells you what you specifically want to focus on and what you want to know about this subject. Grounded theory questions also tend to be oriented toward action and process (Strauss & Corbin, 1990, p. 38) [emphasis in the original].*

Glaser however, explains that testing or verifying a theory is left to others interested in those particular types of research, but that

*the grounded theory approach is a general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area ... the yield is just hypotheses! (Glaser, 1992, p. 16).*

This study is guided by the work of Glaser (1992; 1993; 1994; 1998; 2001; Glaser & Strauss, 1997) and seeks to consider the “chief concern ... of the people in the substantive area ... (leading to) the category or property that (the) incident indicate(s)” (Glaser, 1992, p. 4) through constant comparison of incident to incident, coding and analysis allowing the emergence of categories and properties which fit, work and are relevant to the processing of the problem (Glaser, 1992). I made the choice to follow Glaser’s understanding of grounded theory because the principles

and practices are of an ‘emergent’ nature. Strauss on the other hand seems to emphasise the ‘process’ and ‘doing it right’. Glaser provided me with more opportunity for flexibility and creativity linked to scholarship.

## **Chapter Four**

### **METHOD**

#### **Introduction**

In the previous chapter I explored and discussed the research approach and methodology that guided this study. This chapter provides the details of the study and explains the overall research design. Threaded through this chapter is a narrative that intertwines my research journey as part of the research process. Beginning with the research focus, this chapter goes on to describe the participants, data gathering tools and processes, ethical considerations and the methods of data analysis used in this study.

#### **Research Focus**

Glaser (1992) suggests that the researcher “move into an area of interest rather than a problem... with the abstract wonderment of what is going on” (p. 22). This study is based in the researcher’s interest in relationship/s within the activities of teaching and/or learning. There was no actual research question as a basis for the study; however there were areas of potential interest such as:

What relationship/s do teachers (teacher educators and their graduates) identify within the activities of teaching and/or learning? Why?

What do teachers (teacher educators and their graduates) think they are doing relationally within the activities of teaching and/or learning?

Why do teachers (teacher educators and their graduates) teach the way they do?

What are the priorities, connections, similarities and/or differences between teacher educators and their graduates in regard to perceived relationship/s within the activities of teaching and learning?

## Participants

The participants in the study were teacher educators and graduates from the Bachelor of Education (Teaching) Early Childhood Education degree course delivered by Bethlehem Institute, Tauranga, New Zealand. The participant teacher educators taught Early Childhood student teachers during the years 1999, 2000, 2001 and/or 2002. The participant beginning teachers graduated from the Institute in 2001 or 2002. Beginning teachers is the term used for graduates in their first two years of teaching service while they are gaining full Teacher Registration from the New Zealand Teachers' Council (formally Teacher Registration Board) (Teacher Registration Board, 1997).

The proposed sample was four or five participant lecturers and four or five participant beginning teachers (8 – 10 participants in all). However, as the study progressed it was found that saturation was reached with fewer participants. Saturation is the term used by Glaser (1978, 1992), to describe the point where further interviews add nothing to what is already known about the topic and it is therefore unnecessary to keep collecting more incidents (see Glossary of Terms, Appendix P, p. 127). For that reason the actual participants in the study were three teacher educators and three beginning teachers, they introduce themselves on the following foldout page.

Table 4.1 Beginning Teachers' Details, shows demographic details of the sample group of three beginning teachers with corresponding information regarding the population from which they were drawn. This sample group generally represented the population in the areas of:

- year graduated,
- employment,
- gender and
- teaching experience.

I'm Melody and I have been lecturing in Teacher Education for the last six years. Prior to that I was teaching in a Christian Based Early Childhood Centre, as well as teaching in a Kindergarten in China. During the last four years I have also been involved in leading professional development for Early childhood Teachers in Malaysia.

These experiences have helped shape a dream of mine which is to equip untrained teachers in parts of Asia. This extends my own learning and development as I grapple with leading professional development in a culturally appropriate and sensitive way.

Kia ora, my name is Kath. At present I am a lecturer at Bethlehem Institute, where I have worked for the last two and a half years.

Prior to this I taught in an early childhood centre which allowed me the opportunity of working with children from the age of 2 to 5 years.

My dream is to continue learning through interactive experiences with young children, especially the under two year olds. I believe that having the opportunity to mix both on the floor experience with that of the classroom is necessary in keeping it relevant and real.

Hi, my name is Kaye and I have been teaching in Tauranga for the last 2  $\frac{1}{2}$  years. I see my position as a teacher to be one of privilege. There is such trust placed in you by the parents of the children you teach, and I respect that immensely. I really enjoy working with children from two to five years of age. They are so fresh and eager to learn that you can't help but show them all the things that they encounter in their daily playing which could be turned into an opportunity to learn something new. I often perceive myself as a wide-eyed learner who just loves to take on the challenge of learning something new. I hope this attitude might be passed on to the children I teach.

A favourite quote of mine is "Learning is a lifelong process". This is an attitude which I hope to instill in the children I teach. Also, if you stop learning then you just stay the same - stagnant, not going anywhere - instead of learning new things and therefore adding to your knowledge, experience and development as a person.

Hi, I'm Kerryn and teaching is my life. Have you ever had that compulsive feeling that every little piece of rubbish is actually a treasure? You come across an old unwanted television set and can see it transformed into a 3D fish tank with 45 eager kindy kids around it. Well I have now managed to convince my friends and family to recycle everything, to think about me and my kindy before they throw anything out.

Teaching is my passion. I love waking up each day wondering what my 90 kindy kids and I will share today. I love that spark you get when you get that quiet non-speaking child to smile, share and then grow into a confident child.

Hello, my name is Nadine. I have a real love of learning and in many ways find my focus on learning is much greater than my focus on teaching. It is an exciting place for me when I realise I don't know something because then I can aim towards learning it. I have had the privilege of learning and teaching in many different contexts, in fact I would say that my whole life has been filled with learning experiences, and I am grateful for that. For me the heart of learning is to walk toward maturity and not to take lightly past experiences.

I enjoy creating a safe environment where learners explore and question. I don't know everything so I want learners to set learning goals for themselves and then discover that they can find out answers without me needing to spoon feed them. Alongside that, I would love to think that I am a relational practitioner.

I'm Tori. I have always wanted to be a teacher right from when I was at Primary School. I have a real love of children and enjoy being with them. I believe that each child is a special gift from God. Teaching is what I want to do and what I believe I have been called to do - it's my life, who I am.

My desire is to make a difference in children's lives, that is what keeps me teaching today. I believe that the first five years of a child's life are hugely important; they are learning and growing so much during that time. Teaching is not just working with children; it is the contact with their family and whanau too. I love the way they share parts of their life stories with me and together we can make a difference in the life of their child.

Figure 4.1 Participant Introductions

Sample	Population
<u>Year Graduated:</u>	<u>Year Graduated:</u>
2001            2	2001            6
2002            1	2002            3
<u>Employment:</u>	<u>Employment:</u>
(Full day) Child Care Centre            1	(Full day) Child Care Centre            5
(Sessional) Private Kgtn            1	(Sessional) Private Kgtn            2
(State) Free Kindergarten            1	(State) Free Kindergarten            1
	(Overseas) Nursery School            1
<u>Gender:</u>	<u>Gender:</u>
Female            3	Female            9
Male            0	Male            0
<u>Teaching Experience:</u>	<u>Teaching Experience:</u>
One Year            1	One Year            3
Two Years            2	Two Years            6

Table 4.1 Beginning Teachers' Details

The demographic details of the sample group of teacher educators are presented in Table 4.2. This table also provides details of the population from which the participants were drawn.

Sample	Population
<u>Teaching Focus:</u>	<u>Teaching Focus:</u>
ECE specific            2	ECE specific            3
Generic            1	Generic            7
<u>Gender:</u>	<u>Gender:</u>
Female            3	Female            10
Male            0	Male            1
<u>Tertiary Teaching Experience:</u>	<u>Tertiary Teaching Experience:</u>
0 - 2 years            1	0 - 2 years            1
3 - 5 years            1	3 - 5 years            4
5 years +            1	5 years +            6

Table 4.2 Teacher Educators' Details

The terms “specific” and “generic” have been used to identify those teacher educators that are specifically qualified in early childhood education as opposed to those who have other teacher education backgrounds (i.e. Primary or Secondary). Although most of the courses in the Bachelor of Education (Teaching) Early Childhood Education programme are delivered by early childhood specific educators, student teachers have some generic courses with other teacher education students and have the opportunity to choose some generic option courses.

A factor in the study is the gender mix of participants; this limitation is discussed in chapter seven. At the time of the study there was only one male teacher educator delivering a course to early childhood student teachers. Participant teacher educators had a range of tertiary teaching experience.

Research design

The study was completed over two phases as shown in Figure 4.2, below. Data was gathered using a variety of tools which are discussed in detail in the next section.

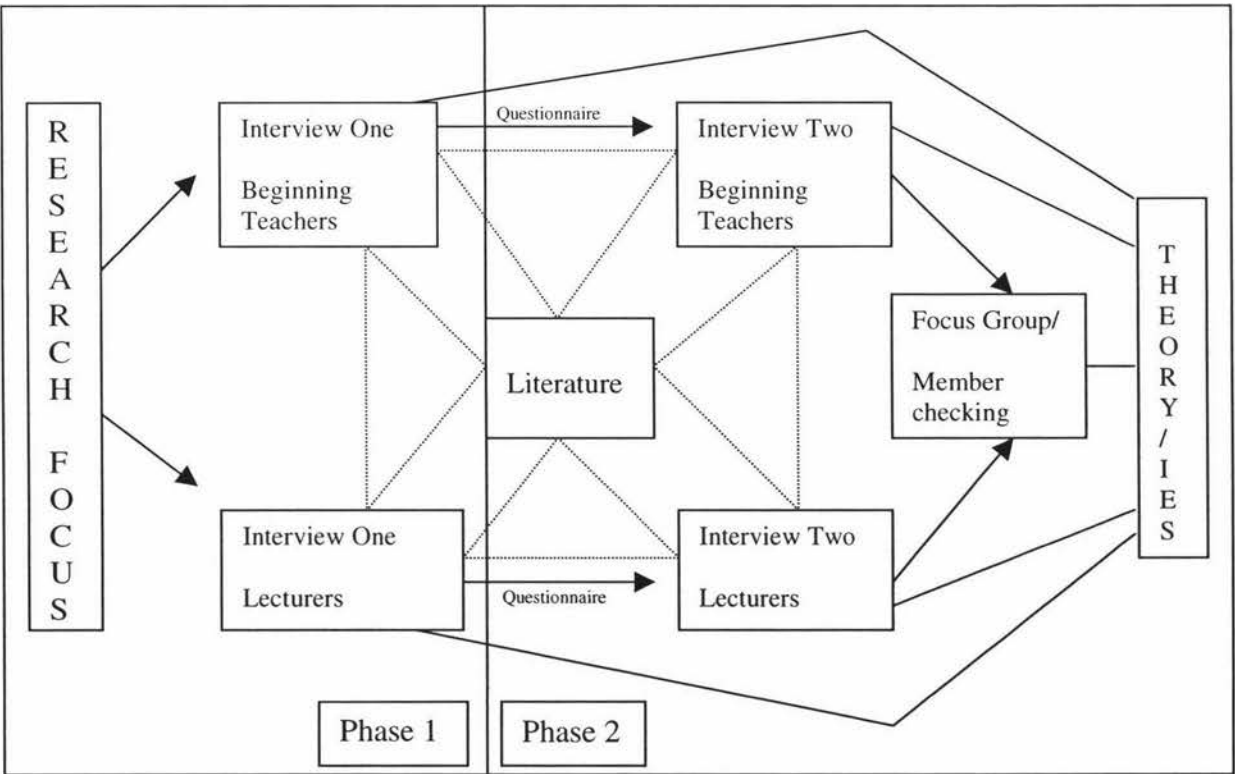


Figure 4.2: Research Design Flow Chart.



Phase one involved initial interviews with both teacher educators and beginning teachers. These beginning interviews had a broad focus allowing the ideas and views of the research participant to emerge naturally and flexibly (Glaser, 1992). This phase ended with participants being asked to take time to consider their personal metaphor/s of teaching and learning. Participants were given a questionnaire (Appendix J, p. 117) which they took away from the initial interview in preparation for their second interview.

Phase two interviews focused entirely on the participants' metaphor/s. Each participant discussed their metaphor/s with the researcher. The focus group meeting, of the interview participants, occurred after the data gathered had been initially analysed and provided an opportunity for participants to check and thereby confirm or reject the properties and categories generated during the analysis of the data.

The flow of the data within the study is indicated by the arrows in Figure 4.1 and the triangles indicate the links between the various data sources including the literature.

## **Data Gathering Tools**

Data for the study was gathered through the use of three techniques. The use of a range of techniques provided triangulation. Triangulation, enables the researcher to view the phenomenon from different viewpoints (Creswell, 2003; Davidson & Tolich, 1999; Groundwater-Smith, Ewing, & Le Cornu, 2003; Lambert, 2003). Groundwater-Smith et al. (2003, p. 300) suggest that “no one kind of evidence can adequately describe the complex phenomena of schooling; a number of different reference points are more likely to provide information of greater credibility or validity”. The three techniques used in this study were interviews (both unstructured and semi-structured), metaphors and finally a combined focus group. This section discusses these three tools and the following section outlines the way they were used in this study.

### *Interviews*

There are three types of interviews (Johnson & Turner, 2003): the informal conversational interview that is “completely unstructured and the questions spontaneously emerge from the natural flow of things during fieldwork” (p. 305); the



interview guide approach where “topics are prespecified and listed on an interview protocol but can be reworded as needed and covered by the interviewer in any sequence or order” (p. 306); and the standardised open-ended interview “based on open-ended questions where neither the wording nor the sequence of questions on the interview protocol is varied so presentation is constant across participants” (p. 306). I used the semi-structured interview guide approach during the initial phase one interviews with participants as this ensured the listed topics were covered. The second phase interview was an informal, naturally flowing conversation where participants spontaneously explained their metaphors.

Interviews have both strengths and weaknesses when compared with other techniques of gathering data. The strength of interviews in regards to the opportunity to collect in-depth data can be offset by their time consuming nature both for participants and for the researcher later in transcription and data analysis. Further, the researcher’s presence may bias the participant’s responses because of ‘power’ relationships (Creswell, 2003). A survey, on the other hand, is quick to administer and can be completed apart from the researcher in a setting outside the research context. However a survey is limited when it comes to finding how the participant interprets a phenomenon and is not a relational data gathering tool.

Interviews were chosen as data gathering tools for this study because they allow for the researcher to ‘connect’ with the interviewee in a person-to-person manner. I considered this to be an important factor because the focus of this study was teaching and learning *relationships*. Gathering data in a relational manner gave the opportunity for in-depth discussion between the researcher and the participants allowing for probing and greater clarity.

However, it must also be acknowledged that there could have been ‘power-play’ at work because of my role as a researcher and also my roles as teacher educator and colleague (further comment on the issue of role confusion is included under ethical considerations later in this chapter). The concept of functioning in roles for example, interviewer/interviewee, colleague/colleague, and teacher educator/student is not the focus of this study, however, I am committed to interacting with people as whole people and attempted to carry out the interviews with this in mind. An important

contextual issue here is the relational ethos of the Institute in which the study is set and the familiarity of both staff and students with the concept of moving in and out of roles as they interact with one another. This is often referred to as wearing different hats for example lecturer's hat; programme coordinator's hat; intake coordinator's hat.

### *Metaphors*

The second tool selected for the collection of data for this study was participants' metaphors of learning and teaching. Chen (2003, p. 24) suggests that metaphors are a tool that allows for both the participant and the researcher to explore the internal world of the teacher including their "thoughts, perspectives, knowledge, ideals and values... metaphors can be understood as a way of expressing or conceptualising something esoteric, abstruse, and/or abstract in terms that are well known or familiar". Further, they provide an opportunity for participants to link what is known with what is unknown, and they provide a connection between image and language.

All participants were familiar with the concept of metaphors as they are used in various courses taught at the Institute. Further, the early childhood education curriculum document *Te Whāriki* (Ministry of Education, 1996), has a metaphorical title, two Māori words which are translated as "a woven mat". This central metaphor provides for the principles, strands and goals of the document to be woven into the fabric of different early childhood educational centres' programmes (Nuttall, 2003b).

The use of metaphors as data collection tools within educational research has both strengths and weaknesses. Although metaphors can bridge the divide between abstract and the familiar, theory and practice, thought and action, "the complexity (of the teaching/learning task) makes the use of a single metaphor limiting in examining teachers' understanding(s)" (Wright, Sundberg, Yarbrough, Wilson, & Stallworth, 2003, p. 5). This raises the question of how many metaphors would be sufficient. There could also be limiting factors such as a participant's ability to visually represent their metaphor (if visual representation is required). For example, participants may choose something that is 'easy to draw' or 'quickly found in clip-art on the computer' rather than taking time to express something that is more complex and difficult. The same could apply to a participant's literacy skills. These factors could lead to a metaphor that only partially expresses the concept or idea of teaching held by the

teacher (Wright et al., 2003). Further Weade and Ernest (1990, p. 133) suggest that “metaphors are selective. They represent in part ... the phenomena they describe”. This raises questions regarding what might be left out of the metaphor and therefore goes unexplored.

For the purposes of this study, metaphors were used as one of three data gathering tools; they were not used in isolation. As such, I consider metaphors enriched the data that was gathered providing the participants with an opportunity to express their values and beliefs about teaching and learning through a different ‘voice’ as they were asked to create metaphors in word and/or graphically. The use of visual materials (in this study graphics) as a data gathering tool has a variety of advantages. Creswell, (2003, p. 189) suggests visual materials are “unobtrusive, provide an opportunity for participants to directly share their ‘reality’ (and are) creative in that they capture attention visually”. However, visual materials may be difficult to interpret as well as not being particularly easily accessible or reproducible. These limitations were considered as part of the research design and therefore metaphors became one of three data gathering tools.

### *Focus Group*

A Focus Group interview was selected as the third data gathering tool. During a previous study (Monk, 2001), I found focus groups to be valuable as they provided

a powerful means for gaining an insight into the opinions, beliefs, and values of a particular segment of the population ... the group situation allows participants to prompt as well as bounce ideas off one another (Davidson & Tolich, 1999, p. 321).

In this study the focus group interview was used at the end of the second phase of data collection to provide an opportunity for checking the emerging properties and categories generated from the data collected during the interviews. Cohen and Manion suggest that “... the distinctive feature of the (focus group) interview is the prior analysis by the researcher of the situation in which subjects have been involved” (1994, p. 289). Creswell (2003, p. 196) refers to this process of checking back with participants as “member checking”. Glaser (1978, p. 4) insists that a grounded theory

generated from the data must have “fit, relevance and must work” and checking back with the participants gives opportunity for theory/ies to be verified.

## **The Data Gathering Process**

Data was gathered via the three tools outlined previously. This section discusses the way these tools were used in this study.

### *Pilot Interviews*

Pilot interviews were conducted on 3<sup>rd</sup> August and 15<sup>th</sup> August 2003. The interviewee, Kate (pseudonym), was a Bethlehem Institute graduate working in a sessional early childhood centre. The initial interview questions (Appendix H, p. 115) were used for Interview 1 and Kate was given the questionnaire sheet at the conclusion of the interview. Interview 2 focused on Kate’s metaphors of teaching and/or learning. Both interviews were fully transcribed by me and initial coding was undertaken to provide me with an opportunity to practice and fine tune the initial coding process.

### *Reflections on the pilot interview*

To begin, I found the initial question “Why did you decide to become a teacher?” provided a lot of interesting background discussion but didn’t provide a platform or lead in to the actual research focus. Kate also discussed her reasons for becoming a teacher in considerable detail and this took a lot of the arranged interview time. I realised my error very quickly but then didn’t want to ‘close off’ Kate which would show a lack of respect for her participation. In subsequent interviews this question was changed to ask “What is it about teaching and learning that caused you to take up teaching as a career?” and “What is it about teaching and learning that keeps you teaching today?”

The third question “Tell me what learning means to you, what is important about learning for you?” didn’t seem to make sense or ‘connect’ with Kate’s train of thought. I was initially unsure why this was and asked myself the questions - was the sequence of the interview questions broken or was it something that didn’t connect for this particular interviewee? I decided to leave this question in its original place and take particular note of the response given by my first participant. Also now that the

initial question has been changed I felt this might provide a better ‘lead in’ to the question. This proved to be an effective strategy as participants didn’t have the same ‘blank’ response to this third question.

As a beginning researcher, having never used the technique of individual interviews previously, I found such things as allowing silences and not coming in too quickly with the next question, quite a challenge. I also found that I tended to look for certain information and encourage that either verbally or non-verbally and realised that I was ‘leading’ the interview instead of allowing Kate to develop her thoughts and ideas. These thoughts motivated me to return to the literature regarding interviewing (Blaxter et al., 1999; Bryman, 2001; Kvale, 1996; Tolich & Davidson, 1999), which in turn led me to develop a new interview guide sheet (Appendix I, p. 116) consisting of three parts – introductory questions, the research foci, and generic prompts (Tolich & Davidson, 1999).

Further, the trial coding of Interview 1 transcript was extremely worthwhile. I began by trying to make an ‘interview map’ on a large sheet of paper which opened up some themes but I found that the system of lines and arrows I was trying to use became very complex and confusing. It quickly became apparent that this system was not appropriate at this stage of the analysis process. Again I returned to the literature (Dick, 2000; Glaser, 1992) and realised the system I was using might well be useful at a later stage but to begin I needed to work sentence by sentence which is more simply achieved in a column alongside the actual interview transcript. This experience revealed my limited knowledge of grounded theory analysis and might well be an example of impatience and lack of trust, two activities discussed often by Glaser in his writings.

### *Interviews*

Interviews with participants as part of phase 1 and 2 of the study were conducted over a five month period, August 2003 – February 2004. All interviews were recorded on tape and were between 40 & 50 minutes in length with one being of 60 min duration.

<b>Participant:</b>	<b>Interview 1:</b>	<b>Interview 2:</b>
Kerryn	29 <sup>th</sup> August 2003	4 <sup>th</sup> September 2003
Nadine	29 <sup>th</sup> August 2003	13 <sup>th</sup> September 2003
Tori	7 <sup>th</sup> September 2003	20 <sup>th</sup> September 2003
Kath	14 <sup>th</sup> January 2004	3 <sup>rd</sup> February 2004
Mel	22 <sup>nd</sup> January 2004	19 <sup>th</sup> February 2004
Kay	5 <sup>th</sup> February 2004	12 <sup>th</sup> February 2004

Table 4.3: Schedule of participant interviews.

The schedule of participant interviews (Table 4.3) allowed for the transcribing (undertaken by the researcher) of each participant's first interview before the second interview was undertaken. There was a three month gap (October, November, December) during which time I completed transcribing the second set of interviews. This gap also coincided with participants being engaged in end of year activities in their various educational contexts, and I was involved in an International Early Childhood Conference in the United States of America.

Interview 1 was conducted as a semi-structured interview (Appendix I, p. 116) where "the researcher has a list of questions or fairly specific topics to be covered, often referred to as an interview guide but the interviewee has a great deal of leeway in how to reply" (Bryman, 2001, p. 314). Interview 2 was conducted as an unstructured interview where participants were invited to explain the teaching and learning metaphors they had prepared having completed the questionnaire given at the close of interview 1. This second interview developed into a 'conversation' where I responded to the points raised by the participant and together we explored the metaphor/s.

### *Focus Group*

The focus group took place on 19<sup>th</sup> June 2004. Participants were invited to a breakfast meeting and five of the six took part in the group interview. To begin participants were given a feedback sheet (Appendix O, p. 126) containing a summary analysis of the phase one and phase two interviews. This was the first time participants had seen the sheet so time was allowed for reading. They were then asked to comment on any of the information contained on the sheet with particular reference to their teaching and learning contexts. Participants' comments confirmed my initial analysis as fitting and relevant to their teaching and learning contexts (this



data is examined in depth as part of chapter five). They also provided examples of their practice that confirmed this ‘fit’ and discussed these examples freely from both the early childhood centre and teacher education contexts.

One participant expressed a perspective I had not considered regarding part of the analysis. This was the concept of transformation being both positive and negative. Emerging from the interview data was the concept of positive transformation occurring but participants had not previously noted the possibility of transformation having a negative effect. The example discussed was of an idealistic beginning teacher moving into a difficult teaching context where their life and confidence was ‘knocked’ and this led to the teacher losing their passion for teaching. As this was discussed we all found this new viewpoint to be both relevant and valid within the context of the research.

As the discussion continued I asked participants to consider one aspect of the analysis that for me did not ‘fit’, yet it was spoken of by one of the participants during an individual interview. Having the opportunity to discuss this as a group was most valuable. Together participants shed new light and understanding on the concept, wanting the overall concept included but with a change of coding term.

The focus group provided me as a researcher, a tool by which to check my analysis. For me, initiating the focus group was a little like ‘putting all my cards on the table’. Participants may have found my ‘theory’ irrelevant and unworkable. It was a risk I chose to take because I was committed to the relational focus of the research and to the grounded theory methodology. Once I had the backing of my participants I felt empowered to tell their stories.

## **Ethical Considerations**

### *Participant recruitment*

The participants were not approached by me directly as they were all known to me as colleagues at the Institute or as students that I had taught for three years. I therefore considered that there could be a ‘power’ relationship and if I approached them personally that they could find it difficult to decline to be involved. Instead, the Institute’s Tertiary Secretary contacted participants by letter (Appendix D, p. 110) and

if they agreed to participate I then made contact with them. Five lecturers were approached, two of whom taught Early Childhood specialist courses and three had Early Childhood students in their generic courses. Three agreed to participate and two explained they would participate if ‘really needed’. Interviews were conducted with the two specialist lecturers and one generic lecturer. Five beginning teachers in the Tauranga area were approached and three of these agreed to participate. The total pool of possible participants was 11 teacher educators and 9 beginning teachers.

### *Conflict of interest*

As I was also a member of the Institute’s staff, appropriate participant recruitment procedures such as those outlined above were used to reduce the conflict of interest. The study was conducted in such a way that it was very strongly research ‘with’ rather than research ‘on’ the participants to protect the working relationship/s amongst staff. Further, at the completion of the study there is the possibility of Institute wide professional development occurring as a result of the project as well as the researcher and participants presenting combined papers at conferences. These possibilities would provide opportunities for the participants to take a ‘lead’ and create greater ‘collegial ownership’ of the project.

### *Role Confusion*

The combination of my professional role as a teacher educator and my role as a researcher could lead to a lack of certainty and role confusion for both the participants and me. In my professional role I had day to day contact with my colleagues; however this was not the case with participant graduates. I endeavoured to reduce this potential role confusion by firstly approaching participants as outlined above, secondly maintaining an awareness and openness regarding possible role confusion and thirdly providing full details of the study and its purposes as part of the informed consent process. Further, participants were invited to authenticate their interview transcripts and were invited to check the theoretical metaphors for relevance and fit before I proceeded with writing up the study. I considered openness to be an important factor with the theme of the study being learning and teaching *relationships*.



### *Informed consent*

Informed consent was requested firstly from the Institute's Dean (Appendix B, p. 108) and after that from those approached as participants (Appendix D, p. 110). Possible participants were provided with an Information Sheet (Appendix A, p. 106) providing details of the project and what would be required of them should they agree to participate. Participants were requested to sign the Informed Consent Form (Appendix E, p. 111).

### *Privacy and confidentiality*

A request was made to the Dean of the Institute (Appendix B, p. 108) to use the actual name of the Institute and this was granted. This request was made because the Institute would be easily identified as it is the only Private Training Establishment offering a Bachelor of Education (Teaching) Early Childhood Education in New Zealand and therefore would be easily identified even if a pseudonym was used. Further, participants of the study were given the choice (Appendix E, p. 111) of being identified by their given names or a chosen pseudonym, some participants chose to use their given names others, a pseudonym.

### *Potential harm to the participants*

Participants were reassured that there was no intention to compare or evaluate them in any way. In this regard the research design does not include observation of actual practice but rather is concerned with the participant's identifying their perceived relationship/s within the activities of teaching and/or learning (Appendix A, p. 106). Participants were treated with respect at all times both during the process of data gathering as well as in the subsequent writing-up process.

### *Participants' right to decline*

Participants were given the right to decline participation in the study as well as the right to withdraw during the first phase (Appendix A, p. 106). They were also provided with an opportunity to edit or delete any of the data they provided for the study by being given copies of the transcribed interviews to read. Further, participants were involved in a Focus Group interview during which they were given the opportunity to confirm or reject the proposed theory that emerged from the data.

### *Arrangements for participants to receive information*

Feedback of the emerging themes during phase one and two was provided for participants via a summary sheet (Appendix O p. 126). A final report summary will be provided for the participants and the Institute as outlined in Appendix A, (p. 106). A copy of this completed work will also be available for them through a copy being placed in the Institute's library and a copy lodged in the Massey University library.

### *Ethical Approval*

Consent to undertake the study was gained from the Bethlehem Institute's Ethics Committee (9 June 2003) protocol number RS200422. This consent and a full Massey University Human Ethics Committee application was tabled at the Massey University Ethics Committee, Wellington Committee (11 June 2003) with permission being given to proceed. Appendix G (p. 113) contains copies of the letters from both bodies. As I was not researching Massey University students or staff or a vulnerable population I did not require formal MUHEC approval.

## **The Method of Data Analysis**

As with any research, the breadth and depth of analysis becomes a key factor in understanding the data and proposing an outcome or in this case a theory grounded in the data.

From the very moment a research project is begun, a grounded theory is systematically and inductively arrived at through covariant ongoing collection and analysis of data ... one does not begin with preconceived ideas or extant theory and then force them on the data for the purpose of verifying them or rearranging them into a corrected grounded theory (Glaser, 1992, p. 15).

The principles and practices of Glaser's grounded theory data analysis used in this study are explained and illustrated in this section. The 'language' of grounded theory is used extensively here. A glossary of grounded theory terms can be found in Appendix P, (p. 127), terms that are defined in the glossary are marked \*. The participants are embedded in the discussion, for the study is the story of their values, beliefs, experiences and journeys as learner/teachers and teacher/learners.

### *Coding*

The process of coding\* is at the core of the grounded theory methodology. Coding is defined by Glaser as “conceptualising data by constant comparison\* of incident\* with incident, and incident with concept\* to emerge more categories\* and their properties\*” (1992, p. 38). The process begins with the initial step of open coding\* which leads to the emergence of one or more core categories which are made up of properties. A category can be defined as a type of concept meaning an underlying pattern found within a set of descriptive incidents, categories are in turn made up of various properties. Open coding begins the process of analysis and once the work of comparison has begun and categories have begun to emerge, the researcher moves towards theoretical coding where the conceptual relationship/s between initial categories are then constantly compared one to another until a theory or theories emerge (Glaser, 1992). Glaser clearly tells the researcher to trust the emergence of categories from within the data rather than try to work concepts out before hand and make the data fit the concepts. Data interpretation is not to be ‘forced’.

### *Coding and constant comparison practiced within this study*

Initially the Phase 1 interviews were fully transcribed and then the coding process began. The first interview (Kerryn’s) was coded line by line while trying to answer the questions:

What is she saying here?

What is happening here?

What is the situation?

How is the participant managing the situation? (Dick, 2000).

An example of initial line by line coding is shown in Table 4.4. The left hand column shows the coding that occurred during the first analysis. I then took the next transcript and worked through it in the same manner. It wasn’t until I had completed three transcripts in this way that I started to see patterns so returned to Kerryn’s transcript and began looking for possible categories. An example of this second coding analysis is shown on the right hand side of Table 4.4.

Coding on first analysis	Transcript (Interview 1, Kerryyn)	Coding on second analysis
<p>Belief that relationships are important.</p> <p>Relationship involves trust, honesty.</p> <p>Sees the best in children.</p> <p>Chooses to know them individually.</p>	<p><i>Where would you fit with that?</i></p> <p>Definitely, you have <u>got</u> to have a relationship with your children to be able to teach them, I mean, there is no point going into a classroom or going into a kindy and not building up a relationship, because if you have not got that relationship you haven't got the trust and children are not going to be honest with you and it is just, there is no point ...</p> <p>There are kids and you think 'oh my gosh! How am I going to get through to this kid or what am I going to do but there is <u>one thing</u> in every child that I think sparks them off to learn</p> <p>(words underlined to show participant's emphasis)</p>	<p>Relationships are foundational.</p> <p>Relationships need to be genuine.</p>

Table 4.4: Example of Initial Open Coding

Even at this initial stage of the analysis categories and properties began to emerge for example, the category of 'Genuine' with the properties of honesty, trust, knowing children as individuals and seeing the best in each individual. The various properties emerged first and the process of constant comparison lead to the emergence of categories.

The subsequent interviews were coded in a similar fashion with the analysis of the first interview in mind. The process of constant comparison continued both within the individual interview transcript and then between transcripts. To facilitate this process the question 'How does Kerryyn perceive relationships?' became the heading of a chart containing the emerging categories and their properties a section of which appears in Table 4.5.

This process generated six charts, one for each participant. At this point, continuing the constant comparison analysis process, the emerging core categories were becoming stronger.

Category:	Properties: (Kerryn's Interview 1)
Genuine	Trust Honesty Sees the best in children Does not judge from others opinions – begins afresh Humble, knowing and admitting you don't know everything: I can learn from you – children - parents - staff Takes risks – trial and error Culturally sensitive Professional
Child centered	Time for the individual Observation of differences Child initiated curriculum Caring for the individual child/meeting their needs Make learning developmentally appropriate Child friendly and focused environment Validating children's feelings

Table 4.5: Example of the development of categories and properties.

Table 4.6 shows a comparison of the initial categories that emerged. Here Kerryn's transcript, which generated a total of 14 categories, can be seen alongside Melody's transcript from which 10 categories were generated.

Kerryn perceived relationships as:	Melody perceived relationships as
Enjoyable and rewarding Natural "Who I am" Observable: social and physical Multifaceted –involving groups of people Linking (connecting person to person) Genuine Commitment Communication Developing and changing over time Contribution/combined experiences Empowering Belonging Essential Child centered/ respecting children	Rewarding and life giving Natural, "me" Multifaceted Authentic Growth and Development Empowering Essence of teaching Other centered Reciprocal Personal and professional

Table 4.6: Examples of emergent categories.

Continuing with the process of constant comparison and looking for core categories across the six participants, a group of five broad categories began to emerge and some of the original categories actually appeared to be properties of main or core categories. At this stage of the analysis process the categories were named:

- Natural, “me”, real, genuine
- Enjoyable and rewarding – giving and receiving
- Changing and developing
- Multifaceted, involving the whole person
- Essential, essence, foundational

Reading and rereading the transcripts and the analysis notes/charts showed that three categories seemed to be strongly evident. These were named:

- Authentic – containing aspects of genuine, real, “me”
- Reciprocal - being two way interactions, giving and receiving
- Transformational - which included changing, growing, developing

Although these categories were strongly evident they didn’t really cover all that the participants were talking about and implying. The overarching whole seemed to be missing. I went back again and again to the data. There was almost an unspoken yet very definitely present aspect that might best be described as Holistic. Holistic encompassed relationships that involved physical, emotional, social, intellectual and spiritual interactions between one person and another but also between one group of people and another.

Finally, and after much waiting, searching, reading and rereading, the category of Embedded emerged. Relationships were embedded in the teaching and learning process. They were the link that held teaching and learning as well as the teacher and the learner together. They were the essence or foundation through which teaching and learning occur.

This final category led to the discovery that relationships were the HEART of teaching and learning.

H	Holistic
E	Embedded
A	Authentic
R	Reciprocal
T	Transformational

Each of these categories is described and discussed in detail in chapter five, Findings.

The next step in the analysis was to ‘test’ these five core categories across all the participants. Another set of charts were constructed, firstly for each participant individually (Appendix M, p. 122) and then one chart that grouped all participant information together (Appendix N, p. 124). Both sets of charts were designed to check for fit\* in relation to the newly developed five core categories. The discovery that the categories did fit and seemed relevant was a breakthrough in the analysis period. Later this relevance\* and fit was confirmed by the participants themselves in the focus group meeting that was held to discuss the analysis findings. Not only did the categories fit they were also modifiable\* between early childhood teachers and teacher educators. Glaser (1978, p. 4,5) in his earlier work stated that a theory must have “fit and relevance and it must work\*”. However he later added an elaboration of this as well as adding a fourth criteria, that a grounded theory must be “readily modifiable when new data present variations in emergent properties and categories” (Glaser, 1992, p. 15).

### *Coding the metaphors*

Phase 2 of the study involved the participants sharing one or more of their metaphors of teaching and learning. The phase 2 interviews were fully transcribed before the coding process began. Coding the metaphors began by constructing a table of participants’ initial comments after the words “Teaching is like....” and “Learning is like ...” (Appendix L, p. 121). Each metaphor was then coded and the broad emergent categories appeared as listed in Table 4.7.



Metaphors of Learning & Teaching	Initial categories
Watering a plant Caring for and nurturing plants Gardening A tree growing Bush walk	Growth, developing, changing
Drinking a glass of water Tennis match Tour bus conductor	Participation Back and forth Sharing information
Circle Inside a maze Continuous stairs	Continuous, not having an ending
Plan, model, real thing	Plan, model, real thing

Table 4.7: Initial Categories of Learning and Teaching Metaphors

These categories were then compared with the five “HEART” categories (Holistic, Embedded, Authentic, Reciprocal and Transformational). Immediately the categories of ‘Back and forth, participation and sharing information’ found a fit with ‘Reciprocal’ and ‘Growth, developing and changing’ found a fit with ‘Transformational’. Continuing in that manner it seemed at first that ‘Continuous, not having an ending’ would fit with ‘Holistic’ but really the fit was more forcing than fitting, and in keeping with Glaser (1992), the notion of forcing data was not an option. Therefore a new category emerged and was titled ‘Ongoing’. This then left one metaphor that didn’t fit with any of the categories thus far developed. Realising that this metaphor required a category of its own and further realising that I was having difficulty identifying it, I returned to Nadine (as it was her metaphor) and asked her to name the category. She did and so the final category became ‘Overview’. This led to the discovery that relationships were the ROOT of teaching and learning:

- R            Reciprocal
- O            Ongoing
- O            Overview
- T            Transformational

There were now two metaphors that emerged from the data, HEART and ROOT.

Some would argue that creating further metaphors in this way can be both a bridge and a barrier to understanding the data and/or theory that has emerged, suggesting that image-making is being favoured over analytical thinking (Cortazzi & Jin, 1999). On the other hand it could also be argued that metaphors assist reflection and organisational thought, bringing a clearer understanding of a subject. Further, “a number of researchers in teacher education have demonstrated that metaphors represent cognitive and affective distillations of teachers’ fundamental beliefs about teaching” (Cortazzi & Jin, 1999, p. 154). That is the intention in this instance.

### *Memoing*

Parallel to the phases of data collection and analysis was the procedure of memoing. Memoing\* could be described as writing notes to oneself about some idea or hypothesis that occurs to the researcher about a category or property, or relationship between categories or properties (Dick, 2000; Glaser, 1992). The process of writing and sorting memos lifts the analysis from description to searching and “can be viewed as a vehicle for creativity (which is) central to the development of the emerging theory” (Babchuk, 1996, p. 6).

During this study memoing was practiced. Initially memos were written on 9 x 5 mm cards and were single words and phrases such as “genuine”, “team work” and “belonging”. As time went by I found the card system didn’t really work for me as I was writing notes on cards that I had written on my charts – this seemed to be a duplication, so I moved to drawing arrows on my analysis charts and at other times used coloured writing to show a possible relationship or idea. When this wasn’t possible I used sticker notes and placed these on the charts moving them around and/or discarding them as categories and properties became clearer. The process of memoing was originally intended to be a ‘tidy’ process but in actuality it became very messy as ideas, relationships, categories and their properties emerged. Being immersed in the data became a little like the metaphor of a pig wallowing in the mud! It was messy yet purposeful containing individual thoughts and ideas that were sorted and woven into an emergent theory.

### *Sorting*

Glaser (1992, p. 109) states that “the theoretical sorting of memos is the key to formulating the theory presentation to others”. Another word for sorting\* could be untangling. Within this project moving from the messy coding and memoing had more resemblance to untangling a ball of wool than the careful sorting a set of cards that Dick (2000) describes. Large A1 charts were laid on the floor with various other pieces of paper, small cards, and the like. From there the final chart Appendix N, (p. 124) was developed. This chart formed the basis for writing the initial draft of the findings of the study. This initial draft was, as Glaser (1992, p. 110) describes it “a delight for the analyst, but also ... very rough”.

### **Conclusion:**

The overall research design that has guided this study has been explored and discussed in this chapter. Alongside this, the participants were introduced, and data gathering, ethical considerations as well as methods of data analysis have been outlined. The following chapter presents the research findings by exploring two emergent theoretical metaphors.

## **Chapter Five**

### **FINDINGS**

#### **Introduction**

This chapter presents the findings of the study. These findings are grouped according to the two theoretical metaphors that emerged from the analysis as discussed in chapter four. The theoretical metaphors were: HEART (Holistic, Embedded, Authentic, Reciprocal and Transformational) and ROOT (Reciprocal, Ongoing, Overview and Transformational). HEART emerged from the phase one interview data and ROOT from the participants' metaphors and the phase two interview data. The object of this chapter is to provide data to confirm the emergence of both the categories and properties of these two theoretical metaphors. This occurs through the inclusion of quotes from the six participants.

Divided into two main sections, this chapter is firstly concerned with the theoretical metaphor HEART and the secondly with the theoretical metaphor ROOT. At times the two sections overlap as the categories of Reciprocal and Transformational occur in both sections.

#### **Section One: Theoretical Metaphor - HEART**

This first section is divided into five main parts:

1. **Holistic**
2. **Embedded**
3. **Authentic**
4. **Reciprocal**
5. **Transformational**

These five parts are the categories that emerged from the data gathered during the first phase interviews. Each of these categories contains a number of properties which link to the category and provide a basis for the emergence of the category.

Each of the five parts of this section has the same format – firstly there is a table that provides an overview of the category and its properties, secondly quotations from the

six participants are included to indicate the various categories and properties emerged from the data.

Holistic

Participants indicated their belief that teaching and learning were holistic activities involving the whole learner and whole teacher, involving their whole life experience and taking into consideration socio-cultural diversity. The table below (Table 5.1) shows the properties that indicated the emergence of the category Holistic.

Holistic		
<b>Whole learner</b> Head – Intellectual Heart – Character, emotions, spiritual Hands – Skills Physical health and wellbeing	<b>Whole Life</b> Past Present Future  Personal & professional Home and preschool	<b>Diversity</b> Culture Ethnicity Age groups Gender

Table 5.1: Properties of the Category Holistic.

*Whole learner*

The participants’ emphasis on including both themselves and their students holistically was reflected in the comments made by Nadine who stated:

*“I would love to think that I was a relational practitioner ... for me the whole concept of relational teaching has three aspects, one is that I need to know that I am relationally whole myself as a person and so my relationship with God has to be in a good place before I can even teach relationally ... and then the next thing is that I need to be relationally in contact with the subject matter and my colleagues so that I am actually in a safe and secure mental and emotional place ... and then I can be socially relationally whole with the students ... as an individual person in your class you validate them as a whole real person.” (Nadine) p. 5 [the page numbers refer to the page of the transcript]*

Relating holistically was important when teaching adult students, as indicated by Melody

*“The relational aspect, getting beyond just the learning of material to actually about student’s character and growing them as a whole person, holistically, not just how to be a good teacher.” (Melody) p. 1*

and children, as indicated by Kaye

*“You know the child ... like where they are up to, what is significant happenings in their learning or even in their life ... you notice obvious things like they have grown or they have had a hair cut ... if I haven’t seen them for six weeks over the holidays, I haven’t had the relationship with them you are not sure where they are up to.” (Kaye) p. 7*

#### *Whole life*

Relational teaching and learning encompass the whole life of both the learner and the teacher; past experiences can impact on the present relationship which can lead to stronger relationships in the future. Kerryn and Melody shared some experiences they had with kindy children; they had made links with the children as they shared aspects of their personal lives with them:

*“... he wants to be at school and I related well to him because I hated kindy because I wanted to go to school so we have got this bond at the moment because I said to him I hated going to kindy ... and I told him how my teacher had made me a writing table at kindy and that is what I did with him too ... and then there was another little girl who was really into sports (Kerryn is a keen sportswoman) ... and so we have soccer tournaments and netball and rugby ... so you can use what you have experienced in life and bring it in to your teaching and relating with the children.” (Kerryn) p. 8*

*“I can remember telling children things about my holidays or where I had been or what I’ve seen and found that they would always be really interested and real things that you had done in your life or about your sister or your mum or things that they could then make connections with and relate to because they had a mum to or they had seen the dolphins in Napier.” (Melody) p. 12*

This link between the personal and professional was explained further by Melody:

*“I think (relating) is personal on a professional level, if that makes sense, you do care about their family and some of their background and what is happening in their life because that too is going to affect the way they are in the classroom.” (Melody) p. 2*

This personal/professional link was something Melody explained in great detail. For her it was a strong indicator of relational teaching and learning.

### *Diversity*

Nadine and Melody raised the issue of relating to the diversity of students in classrooms. This diversity included ethnicity, culture, age, marital status and gender.

*“In a particular group of students I may have single people, young students, mature students, I may have married men and my validity of relationship with a married man would definitely not be at the same level of depth as it may be with someone who is in my same age bracket in the same level of circumstances because we could perhaps have a friendship relationship outside of the classroom relationship but the validity of the relationship is no different in that I can have a valid relationship with a male married student, a female married student ...”* (Nadine) p. 6

*“I think of one student who was Māori that I was teaching, and I was presenting things and talking about Māori culture and in a sense didn’t feel like I had the right to do that when I had a Māori student sitting there would could have been giving me more information, mine is second hand information because I am not Māori and so he would have a wealth of more opinions and knowledge than I did and so that is why it is important to me to engage him in the conversation so the other students could learn from him as well.”* (Melody) p. 6

Having some understanding of learners as a whole people, seemed to provide participants with a vehicle that facilitated relating to learners at a variety of levels. Participants valued opportunities to connect with learners out of their past experiences in a personal, yet professional manner. This occurred across socio-cultural groupings.

### Embedded

Underpinning the whole concept of relational teaching and learning was the participant’s “other centeredness”, their philosophy of life both personal and professional and the organisational cultures in which they worked. Table 5.2 below sets out these three “pillars” of the category embedded.



Embedded		
<b>Faith commitment</b> "Other" centered Calling	<b>Philosophy</b> Personal Professional	<b>Organisational culture</b> Socio cultural context Physical Context Systems & routines Membership of a team

Table 5.2: Properties of the Category Embedded.

*Faith commitment*

The essence of the “calling” to teach rather than teaching being a “job” was evident in participants’ responses. They spoke of something greater than self-fulfillment that involved their faith commitment which might be termed their relationship with things spiritual, and this was central to their choice of career.

*“Teaching is where I am meant to be ... I didn’t really understand God being involved in my career path until I was actually training as a teacher and was already there ... I am teaching because God has placed me here.” (Nadine) p. 2*

*“Children are God’s gift, ... they are just what I love, that (teaching) is what I want to do, it is what I want to be, it is where I am called to be – it is my life ... it is just how God has made me.” (Tori) p. 1*

*“Well, I did a spiritual gifts and traits course and teaching came up as one of my gifts ... and I thought about how I was a team person ... and teaching is just so valuable, I mean you can have a really good influence in their life, I didn’t really think of it as I am going to be a teacher and they are going to learn off me.” (Kaye) p. 2*

*Philosophy*

Being aware of something bigger than themselves and their job gave validity to teaching and learning. Having a philosophy of lifelong learning was part of that.

*“Learning never stops, and so if you don’t keep learning you stagnate, you just stay in one place ... I guess for me learning new things is exciting, it is a challenge and it is scary sometimes but it is important for growth.” (Kath) p. 5*

*“To be a positive influence in people’s lives especially children, they are at an age that is so important ... (learning) concepts and things set them in good stead for being at school.” (Kaye) p. 1*

Teaching and learning also had a sense of normality about it. Participants were aware that teaching interactions didn't stop when they went home at the end of the day but rather that teaching was more than that. It seemed to be part of who they were, teaching permeated their whole lives, personal and professional.

*"It is me ... like I go home at the end of the day and help my brothers do their maths." (Kerry) p. 1*

*"I'm teaching where ever I am, not just at work, there are young children I am involved with in other parts of my life as well and I am in there with them doing stuff with them all the time." (Tori) p. 1*

While the participants expressed their personal philosophy(ies) of teaching and learning there were also elements of a professional philosophy that was held in high regard. Again there were links to "other-centeredness", the socio-cultural learning context, and strong connection between relational teaching and learning, and child-centred emergent curriculum.

*"The place (Kindy) is totally child initiated, they wanted to learn about space so we go from there and extend from that ... I don't see the point in sitting down and saying, right we are learning this today, I think it is better if it comes child initiated rather than adult initiated." (Kerry) p. 1*

*"We have just had a focus on team sports and ball skills ... there was a group of about 15 four year olds and we were talking about who can and can't play rugby ... these two boys were saying that girls can't do it... and the next day I brought along a picture of the New Zealand woman's rugby team ... and now the boys have decided that they had better let the girls play rugby after all." (Tori) p. 7*

The practice of reflection was a further element of professional philosophy linked to relationships in teaching and learning.

*"I don't usually write it (my reflective thoughts) down in a formal way but I do think about (my teaching/learning relationships) a lot and I try to make changes in my lectures ... if I have got two lectures in a week after the first one I will think about what went well and why, what teaching techniques I used and what I need to do in my next lecture, or who was that student I hadn't quite connected with last time, I want to draw them out a bit more this time ... and that kind of thing." (Melody) p. 12,13*

Melody related an example in her present teaching, while Kath explained how reflecting on the way she had been taught impacted her relationships with her present students.

*“I remember one particular male teacher who ... I used to struggle desperately with spelling and we had spelling tests every Friday, I used to dread Fridays, but he was the sort of person I could go up to and say I wish we wouldn’t have this, ... he would say, it is ok, you just do the best you can, and I never did that well but ... he was one of those teachers who had a way about him, he made you feel like he really cared about you, ... he was the sort of person that if you felt unsure about something you could say it to him ... and I have tried to take those things into my teaching ... appreciating those who struggle ... for me it is a definite feeling of achievement for them when they get through an pass.”*  
(Kath) p. 11

#### *Organisational culture*

At an organisational level, all participants spoke of how the setting in which they taught had an organisational culture that valued relationships. This again indicated the embeddedness of relationships within teaching and learning. The concept of teachers working together with the same aims and goals for children was important. Kaye and Tori described it as:

*“Talking about it (managing a particular child’s behaviour) as a team, ... and observing how another teacher used a particular technique with a child ... and making sure you all work together then you are working more effectively with the children.”* (Kaye) p. 6

*“In order to work as a team you have got to be on the same wave length, you have all got the same basic plan of what you are going to be doing ... and you have got to have a relationship where you can plan and work together ... we work as a team ... we are not just on our own, it is not just about me, it is about what we can do.”* (Tori) p. 9

Kerryn spoke of the teaching team she works in sharing new professional knowledge with one another:

*“Like, last year (two of the teachers in my team) went to Australia and did a tour of the Kindergartens, and they showed their videos and their pictures and we talked about what would be good in our Kindergarten.”*  
(Kerryn) p. 6

A further aspect of teaching and learning being embedded in relationships was the way in which participants spoke of their learning and teaching community. Again the organisational culture was evident as participants identified members of their learning communities. These relationships included those encountered on a daily basis as well as those that were encountered less regularly but none the less relational.

*“ My colleagues, ... and when I say my colleagues I don't just mean those who are teaching I mean other members of staff like the admin staff, people in the library ... and when I was working with the children I would say the parents ... probably the best way to describe my learning community would be the people I come into contact with on a day to day basis.” (Kath) p. 13*

*“... for me as a lecturer there would also be the outside agencies, other professional colleagues from other institutions ... forming relational links through attending conferences or networking with others in the same field.” (Melody) p. 9*

The size of class groups was another factor participants identified as part of the organisational culture that might foster relational teaching and learning. Melody and Nadine mentioned this in relation to working with adults.

*“I think there are certain things that make it easier to happen like the small classes ... I actually see myself changing from a small class to a large class, in the small class I can connect with each student on a deeper level, I can kind of read their body language, even their responses, I can prompt them and get them thinking on a deeper level than I can with a large class.” (Melody) p. 5*

*“I remember one particular situation which was a five week, live in, seven student, four staff environment ... and what was there relationally was great ... different places of learning have different aspects of being relational.” (Nadine) p. 7*

Kerryn and Tori mentioned group size fostering relational teaching and learning when working with children.

*“When the children first come to Kindy we have a pre-entry group, just a few children and their parents and we get to know them, what is important in their lives, their strengths, what customs does the family have and things like that ... before they come into the big group.” (Kerryn) p. 10*

*“For me what works is the small groups which can be up to like 12 or 13 children, but a smaller group, not the whole 30 children.” (Tori) p. 10*

Alongside the size of the group is the way the day is structured and how that provides opportunities for different types of relational teaching and learning with the children.

*“I guess it depends on the different structures that children are involved in ... they might have structured activities where as at other times they might be playing ... it is through interactions with them, laughing and talking with them ... being a friend.” (Tori) p. 6 & 9*

Kath commented on how the structure of the day can also influence the relationships between the staff and the ability of staff to pass on information about the children which in turn can influence the relationships children and staff enjoy.

*“When I was fulltime (at the centre) I got the opportunity to informally and formally talk with staff about the children and about the planning ... but now that I am part time I don’t really feel like I know enough of where the children are at ... I might have missed that the children were talking about frogs ... it might be a good idea to do a diary so I can flick through it, come in earlier and find out what they have been up to.” (Kath) p. 15 & 17*

For Kath, knowledge of the children is something she values as it forms the basis for her interactions with the children. Her teaching is embedded in relationship and the organisational culture influences this as well being influenced by her teaching.

### Authentic

All participants indicated the need for relationships within teaching and learning to be authentic. This category could well be termed a cornerstone category in the sense that it was the first to emerge from the data and not only did it emerge initially, it was also found to be the solid foundation upon which relationships stood or fell. The concept of awareness, both being ‘self aware’ and ‘other aware’ emerged as the basis for authentic relationships within teaching and learning. Participants also suggested qualities or characteristics of such relationships. The discussion in this section is divided into three areas as outlined in Table 5.3 below.

Authentic		
Other Aware	Self Aware Knows own limitations Knows own strengths Natural, who I am Knows and accepts one's place	Characteristics Listens, spends time, respectful, committed accepting, trusting, values others, honest, keeps confidences, open, safe, warm, friendly, sees the best in others, humour, sensitive

Table 5.3: Properties of the Category Authentic

*Other Aware*

Being aware of the strengths and weaknesses in the teaching team can lead to both children and parents benefiting.

*“You are a stronger teaching team if you know your team-mates ... you know how they work, therefore you can draw on their strengths when you are teaching the children ...and if you are not feeling particularly confident about something you can get advice and support ... like talking to a parent about something I don’t know about.” (Kaye) p. 10*

However the goal of being other-focused is not always possible and it is important to realise that some days are not ideal when it comes to relating. This realisation brings with it a sense of being real, knowing that the world of teaching and learning isn’t perfect.

*“I think you have got to be conscious of others and be focused on them not yourself. If you go in thinking, I’ve had a terrible day and I’m feeling sorry for myself, then that is not going to be a good relational day ... but you can’t always do incredibly well, if somebody has died or something has really upset you then you are going to be only just holding it together because of the situation and that day you will probably just be content focused and give the information and there won’t be a lot of extra connecting going on ... I have had times like that.” (Melody) p. 11*

*Self Aware*

The essence of being aware of “who I am” and “where I fit” was captured by all participants. Participants commented on various aspects of their personal self-awareness in relation to connecting with others.



*"I think a lot of it (teaching relationally) just comes naturally, like inborn in me ... I teach out of who I am, because it is me." (Tori) p. 9, 12*

*"It is just my personality, I mean this is me, I'm an artist and I have got a bubbly personality and I like to be creative so I would say that (teaching relationally) has got a lot to do with me, my own personality and what I like to do." (Kerryn) p. 7*

*"I think I am a people person ... an interesting person ... I am probably quite good at coping with conflict in the work place ... if you are not confident in your own self then you are not going to be relational in your dealings with others." (Melody) p. 2, 3, 13*

*"I like to create a learning environment for my students and I guess that is part of who I am, I love learning ... and it is an exciting place for me to be where I realize I don't know something ... because then there is something I can go out and learn ... so when I am with a group of people it frustrates me if there are people there who don't want to learn ... I am not scared of people having questions and I am not scared of myself having questions." (Nadine) p. 2, 4*

*"I tend to get bored if I am not learning new things ... learning challenges me to open my mind to what is new out there ... I am the sort of person who does not rush in and try and be your best mate sort of thing." (Kath) p. 5*

*"Now that I feel confident in my environment, I know that if I am away they (children and staff) are going to miss me ... I guess I feel valued in my environment." (Kaye) p. 3*

### *Characteristics*

Foundational to authentic relationships were the various characteristics identified by the participants such as – trust, openness, friendliness, warmth, confidentiality, commitment, time, honesty, seeing the best in others, reliability, safety, respect, acceptance, humour, patience, availability, and consistency.

*"I see trust as paramount ... if you haven't got that trust then the relationship will not grow, it will only be on a superficial level, you have to start by being warm and friendly,, being open about yourself ... another thing would be time and remaining confidential,, role modelling that trust to others ... if you talk about other people behind their back then it is pretty obvious that you are going to talk about them too ... the relationship need to be safe. I work hard at being relational, I am committed to it." (Melody) p. 7, 11*



*“If you haven’t got relationship then you haven’t got the trust and the children are not going to be honest with you. ... also seeing the best in children, there is always one thing in every child that can be a spark to a relationship.” (Kerryn) p. 10, 9*

*“Through being there for them, seeing things through reliable, being a friend, in as much as a teacher can be a friend ... through laughing and talking with them ... acknowledging that they are there.” (Tori) p. 9*

*“Honest and open communication ... it takes time for people to become comfortable and be open with you ... they need to feel safe with you ... and there needs to be respect,, respect for opinions and acceptance ... and humour ... being patient and recognising that everyone is not going to be the same ... being available, having an open door ... being consistent and having time together.” (Kath) p. 7, 8, 9, 11, 12, 18*

*“I think that the people I am with need to know that wherever they are at is valid, because that is where they are at ... that they can be accepted for the values and the beliefs that they hold ... so it is not a judgmental place. To be relational I don’t have to be liked but I do need to be open and honest enough for them to see that I am a real person ... I think you need to validate them as whole real persons ... relationship isn’t only access or availability, it is more than that.” (Nadine) p. 3, p5*

*“If I didn’t know the children ... I wouldn’t have the respect and they might not listen to me ... I think respect is really quite a big thing that the children actually know you and therefore respect you and know that you have something valuable to say.” (Kaye) p. 7*

The participants indicated that for relationships to be real and solid, characteristics such as those mentioned above must be evident. They spoke strongly about them which led to the conclusion that the category of Authentic was paramount if teaching and learning was to be relational.

### Reciprocal

Underpinning the participants’ relationships in teaching and learning was the further cornerstone category that of “Reciprocal”. Participants articulated some of the many and varied reciprocal relationships they encountered daily in their work. This section is divided into two parts, firstly identifying the people involved in reciprocal relationships and secondly some of the characteristics of these relationships as identified in Table 5.4 below.

Reciprocal	
<b>People involved</b> Teacher/teacher Teacher/learner Teacher/employing organisation Teacher/parent Teacher/teaching team Parent/community Parent/child Teacher/community	<b>Contribute/share</b> Knowledge Skills Materials  <b>Support</b> Advice Encouragement Appreciation  <b>Belonging</b> Valued Accepted Empowered

Table 5.4: Properties of the Category Reciprocal

People

Participants identified a range of people with whom they related within learning and teaching. These ranged from the more obvious, such as the children or students they interacted with on a daily basis, through to people from national and international agencies.

*“Well as an early childhood teacher the relationships were important between teacher and teacher, teacher and child, and teacher and parent ... but then you would have wider relationships which might be the outside agencies ... people coming in to your centre ... some were close and others grew over time ... and then in the adult teaching, colleague to colleague, lecturer to student, and student to student ... conferences and networking with others in the same field.” (Melody) p. 3,9*

*“... there is the family and the other children ... the parents, other teachers ... people in the whole community.” (Tori) p. 5*

*“There is probably a bigger group of people than you think, because there are not only present pupils but past as well ... parents who have had their children go through the kindy still know each other and that can be extended to those on the waiting list ... they all share with one another talking about this or that being great or how long they have had to wait on the waiting list.” (Kaye) p. 14*

Contribution/Sharing

There was a sense of ‘giving and receiving’ expressed by the participants, where they gave in their teaching role and those they interacted with gave back to them in various ways. Nadine spoke of learning and teaching being a two-way activity where the student actively explores and pursues learning and does not expect it all to be ‘given’ to them but they can share back with the class as well.

*“In the beginning I ask the students to acknowledge to themselves what it is that they hope or expect from a particular course ... from my perspective, once they recognise what they are wanting to learn then they have to actually be involved in making sure that they achieve it ... not that they are put upon to deliver the course ... and so if something even closely related to one of their hopes or expectations is addressed they actively pursue the questioning to explore it further and that is one way they can access learning.” (Nadine) p. 9*

Melody spoke of learning from the tertiary students she teaches.

*“I enjoy that because I think I am a people person, that keeps me alive ... and I think it is a privilege to hear about other people’s lives and to hear what influences them and also the stress concerning them and you can sometimes learn from them and I think, I wish I had developed in that area of my own life and so it is an ongoing reflective kind of relationship and it is two sided, so you are learning from one another ... they’re not just learning from me I am also learning from them.” (Melody) p. 2*

Melody went on to say how the parents of the preschoolers she taught would share their perspectives on things with her that provided new understandings of parenting.

*“... and even before I was a parent, they would teach me things, maybe a perspective that I hadn’t thought about ... speaking their experience into the situation and I would think, yes, that is what the theory says but I haven’t actually experienced it in practice.” (Melody) p. 3*

### *Support*

Kaye and Kerryyn shared examples of reciprocal interactions between parents and the wider community involvement in the early childhood centres in which they work. As teachers they are giving but also receiving from those involved in the local community.

*“Today a dad brought in a fish ... he had gone down to the fish market, talked to some of his mates and they had given him some filleted fish so we could see the fish heads and the skeleton and that ... this is the ultimate example of community involvement because the teacher talks to the parent who talks to the person in the community ... and the community gives to the parent which gives to the teacher which gives to the children ... and going on the trip to the aerodrome ... that is a direct link with the teachers and parents and community ... and like the dad bringing in resources wood off-cuts from a builder for us to use.” (Kay) p. 12*

*“The local school’s kapa haka group came into the kindy and did a big performance and involved the children ... they did Simon Says in Māori and that has become part of the kindy now, it is one of the children’s favourite games at mat time ... both the school children and the kindy children benefited.”* (Kerryn) p. 12

A further reciprocal relationship was evident as Kerryn spoke about appreciating the way she was professionally supported by her employer.

*“... and also the Kindergarten Association, they are really good ... they offer so many courses that we can go to and they are always extending our learning ... and our Senior Teacher sends us readings and different ideas on teaching practices and areas of play and things like that ... or something that links to what is going on in our programme at the moment.”* (Kerryn) p. 4

Reciprocal professional support also occurred within teaching teams.

*“You have got a good team around you, team of teachers ... and you are working well together ... draw on different people’s strengths ... so for me the team thing is what attracted me to teaching and it still keeps me there ... you kind of support them, give them advice if you have some and then that develops a bond between you.”* (Kaye) p. 2, 9

### *Belonging*

The sense of being valued and accepted was a further area of reciprocal interaction.

*“I have got some really awesome relationships with the children I work with that as soon as I come into the centre, if they are there before me they will seek me out and come up and give me a big hug and say ‘Tori’s here, Tori’s here’ all excited and if I am there first then as soon as they see me it is the same thing, ... you have got to have the relationship first before you can do any teaching ... I like being with the children and they like being with me ”* (Tori) p. 8

*“... it is the learning you get from the children and it is also the appreciation that you get from the children ... like when a child goes off to school and they say ‘I am going to miss you’ and you know the parents are so appreciative ... and that is when you realize that you have done something ... that you have had an input into that child’s life.”* (Kerryn) p. 2

*“Because I was there full time I got the opportunity to informally and formally talk with the other staff about the children and about the planning and what we were going to do, I felt part of the (centre) community, I felt part of the team, we could share together.” (Kath) p. 15*

Reciprocal interactions can empower both teachers and students.

*“I am involved in the centre, my input is important ... I am part of the community and am empowered by the other teachers and the children.” (Tori) p. 12*

There was widespread agreement amongst the participants regarding the reciprocal nature of the teaching and learning relationship/s. Giving and receiving allowed participants and those with whom they worked to have both strengths and weaknesses which in turn provided opportunities for all to grow and develop through the many and varied relationships they encountered.

Transformational

There was widespread awareness amongst the participants that relationships within teaching and learning could or would be “Transformational” in some respect. In this final category of HEART participants identified relational interactions within teaching and learning as bringing change and growth in themselves, the learners they worked with as well as parents and caregivers. Accordingly this section is divided into three parts. Firstly it discusses transformation within the teacher and/or teaching team, secondly transformation associated with the learner and/or the learner’s family; and finally the concept of transformation occurring at different levels. These three parts are identified in Table 5.5.

Transformational		
<b>Teacher</b> Knowledge & skills Risk taking Confidence Self awareness	<b>Learner</b> Social development Confidence/empowered Character development attitudes, values, beliefs Intellectual development Maturity Skill development  <b>Learner’s Family/Whanau</b> Parenting skills Child’s home behaviour	<b>Levels of relationship</b> Surface to deep Change occurring over time

Table 5.5: Properties of the Category Transformational

### *Teacher*

Emerging from the data was a sense that participants desired transformation for both themselves and their learners; that teaching and learning was as much about the teachers growing and changing as it was about the learners learning. There was an awareness of personal growth occurring as a result of children's interests and the need to understand a topic in more depth. Tori explained the personal growth that occurred as she interacted with a group of children on the topic of dinosaurs.

*"It is me learning as well ... the children were interested in dinosaurs and I didn't know much about them ... one of the staff took some children to the library and got books out related to our topic and I looked it up on the internet and found out things and we all had to learn how to pronounce the big long words ... it is me learning as well, learning all about dinosaurs."* (Tori) p. 10, 11

Frequently participants commented on the notion that they were changed through the interactions with their learners, be they children or adults.

*"I think you are learning as you teach, that never stops and you don't necessarily learn from books or somebody who is above you, you learn from a wide spectrum of people from littlees to big people."* (Kath) p. 8

Melody was aware of her growth in the area of personal confidence as a teacher, and how that affected her relationships as part of teaching and learning.

*"I've seen a marked change (in me) in the last year because I am confident with the content (of my courses) whereas before I might not have been confident ... that comes into the relational aspect if you are not confident in your own self then you are not going to be relational (in your teaching)."* (Melody) p. 13

She identified a shift in her teaching style from her focus being on knowing and teaching content to a more relational style that moved towards a focus on the learners and learning. She was the only participant to do this.

For Nadine, learning and growing lead towards maturity and she recognised how her understandings had changed over the years as she related to others. She identified the need for both learners and teachers to question and not be afraid of not knowing all the answers.



*“... there are things that I know that I believed wholeheartedly 10 years ago that I think – how on earth could I have thought that and that’s a challenge to make sure that I am not so dogmatic about issues that I can’t continue to grow and continue to see that there is revelation out there that I have no idea about ... I am not scared of people having questions and I am not scared of myself having questions ... for me the heart of learning is to walk toward maturity and not to take lightly the experiences or the learning that you have had before but to allow that to allow you to grow.” (Nadine) p. 2, 4*

#### *Learner*

Participants viewed their relationships within teaching and learning as being more than growing learners’ academic knowledge base. There was a strong sense that the relationships participants were involved in brought growth and change in a variety of spheres. Kerryrn described how a child who had English as their second language developed in their ability to participate in the kindergarten’s daily routines.

*“The really quiet child who comes out of their shell and says ‘yeh, I want to do that’ ... like we had one little girl who left for school the other day, and during the last two months she has just thrived, she was so much more confident and she put her ideas forward, but not at mat time in the big group and on the last day she sat up the front on the couch and said ‘I would like to thank all my teachers, I really loved coming to kindy’ and we all went ‘wow’ and apparently all the time she would go home and talk in her own language to her mum ... but in the beginning it was really hard you would sit there and try to talk to her and she would be smiling back ... but on that last day we were all amazed.” (Kerryrn) p. 5, 11*

Tori and Kaye identified examples of how children’s behaviour had been transformed through discussions with parents on various child rearing practices.

*“We have got a child, just a young child in the centre who has got older parents and they basically had no idea what they were doing with this child and we have just been able to share with them different things, perhaps you could try doing it this way, perhaps you could do this with your child or perhaps you could try this food or whatever and sharing with them has made a difference for that particular child, they are now doing things they weren’t doing before ... it has made a difference at home as well as in the centre.” (Tori) p. 3*

*“I am learning how important it is to support the parents ... our job isn’t just for the children, it is supporting the parents as well ... like we had a child who was grumpy at kindy and acting up with the other children because he was not sleeping and we were able to support the parents,*



*suggest ideas of what to try ... this made things better for everyone, you are helping the rest of the family, you are helping the other siblings who were being kept awake and so you are making that home environment more pleasant.” (Kaye) p. 11*

Participants described children of all ages growing in skills, such as the child Tori described who was learning to crawl.

*“Then there is children learning specific skills like counting or alphabet but also life skills ... and babies learning to walk and talk ... like a little child that is just attempting to crawl and it is a matter of putting things just out of reach so he has to reach out on his hands and knees ... it is a matter of giving lots of praise and encouragement and like lying down on the floor next to him so we are right there if he moves around, he has figured out how to turn himself around and eventually he goes around in a circle to get things.” (Tori) p. 6*

For Nadine, an important aspect of transformation related to learners’ changes in attitudes, values and beliefs.

*“The things I am more concerned about personally are attitudes, values and beliefs rather than straight out knowledge ... knowledge and information are secondary and in this day and age (people) can access a lot of that on the internet and drag down whatever knowledge base they need but if they don’t have a heart motivation to help others ... to provide for and serve their community ... well that is not the product I am looking for, for my life.” (Nadine) p. 3*

#### *Levels of relationship*

Whilst participants had high expectations when it came to relationships transforming both themselves and those they interacted with, they also recognised that all relationships will not be deep, meaningful and transformational, that relationships vary in depth depending on the nature and content of the engagement.

*“As an early childhood teacher the relationships between teacher to teacher, teacher to child and teacher to parent, I think those were my main relationships and also to me those were the key relationships but then you would have wider relationships which might be the outside agencies or other people coming in to your centre but those relationships were never close, those other ones could be grown and were very important to me.” (Melody) p. 9*

Frequently participants spoke of the need for time and depth - that transformative relationships cannot be hurried.

*“When I get to know someone ... I am not a pushy person so I will not rush in and gush and wish them up ... I like to come in slowly, I like to introduce myself and for them to do the same, and probably work alongside, building up a kind of rapport ... as they get to know you then the collaboration and communication between the two of you becomes deeper and therefore when you are teaching them they feel confident within themselves to say if they understand or don't understand ... they start taking over the learning as well so you get that collaboration going.” (Kath) p. 8*

*“For me it something that takes time, it is not something that you can just walk in and do ... I think when students feel they have connected with you they become more passionate about what you are trying to do ... they gain trust and then if you gain their trust then you can take risks because the stronger the relationship the more you can talk into their lives and the more you can grow them as people and vice versa and the more they can probably grow you because they have shared more on a deeper level with you as well.” (Melody) p. 6*

Transformation emerged as a pivotal aspect of relational teaching and learning. Participants seemed to expect that their interactions with learners, colleagues, parents and the wider community would involve growth, development and change in some way. As well as expecting this to happen, participants welcomed this change even though it would often require strength of commitment, belief in others and extended time periods when there seemed to be no outward sign of change. Woven through teaching and learning was participants' deep desire to make a difference in the lives of others, to fulfill a 'calling' rather than do a job.

Section one of this chapter has drawn on the findings of the first interview. It has sought to provide evidence of the emergence of the five categories (Holistic, Embedded, Authentic, Reciprocal and Transformational) that together lead to the emergence of the theory that relationships are at the HEART of the learning and teaching task.

Section Two: Theoretical Metaphor - ROOT

This second section is divided into four main parts:

- 1. Reciprocal
- 2. Ongoing
- 3. Overview
- 4. Transformational

These four parts are the categories that emerged from the data gathered during the second phase interviews when the participants discussed their teaching and learning metaphors. There are two categories that are identical to those discussed in the first section of this chapter – Reciprocal and Transformational and two new categories – Ongoing and Overview. Some participants provided visual representations of their metaphors; these can be viewed in Appendix K (p. 118).

Each of the four parts of this section has the same format – firstly there is a table that sets out the metaphors linked to the category; secondly quotations from the participants that created the particular metaphors are included to provide an indication of how the categories emerged from the data.

Reciprocal

Melody, Nadine and to a lesser extent Kath and Tori, chose metaphors that portrayed the reciprocal nature of teaching and learning.

Reciprocal	
Tennis Match	Melody
Guide and Tourist	Nadine
Drinking Water	Nadine
Gardener	Kath
Gardening	Tori

Table 5.6 Metaphors linked to the Category Reciprocal

Melody explained that she chose the metaphor of a Tennis Match because

*“Teaching and learning is a two way thing, as you are teaching you are also learning ... to me they go hand in hand ... you can’t really play tennis alone ... so for me I would say that I am one of the players and*

*the students are the other players ... it is two way in the sense that I am teaching them something but I am also learning from them.” (Melody) p. 1*

For Nadine, the metaphor of the Guide and Tourist portrayed a reciprocal relationship one where the teacher might be the teacher or a co-learner and the student might be the one who asks the questions that cause that co-learning to take place.

*“... as the guide on the bus may have been there before and so you can talk about the signposted sights but you may also see new things that the tourists draw your attention to ... so this would reflect in or be expressed in having done research or study or having learned certain topics and having them as your own and being able to point out those things as you are going through them with your class. On the way they (the students) might point things out and say ‘what is this?’ so you may learn together ... I think there is a time for the teacher to be the learner ... you might be co-learners at the same time.” (Nadine) p. 3*

This understanding of joint participation was also evident in Nadine’s metaphor of a glass of water.

*“A glass of water refreshes the whole of you to think and act clearly but it is not functional to you unless you participate ... in other words, you can be in a learning environment and totally miss the learning because you don’t actively participate – you don’t pick up the glass.” (Nadine) p. 3*

While Kath was explaining her gardener metaphor she included a comment regarding the gardener’s relationship with other gardeners which again emphasises the reciprocal elements of giving and receiving.

*“... (the gardener) might be a person who wants to seek knowledge so he might belong to a gardening club ... he is going out and talking with other people about what he is doing and he might be saying I am having a problem with this or a problem with that and he is open to advice and support and he is willing to take that on, and give as well, so it is both ... he is giving information and he is taking on information.” (Kath) p. 6*

For Tori, the reciprocal relationship was between the garden and the gardener.

*“Teaching is like gardening ... teachers can learn and learners can teach ... the garden can teach the gardener ... just like this three year old has shown me something that I would never have seen for myself.” (Tori) p. 10*

The emergence of the category ‘Reciprocal’ in both phases of data collection would seem to indicate the strength of this category. Participants’ awareness of the roles of teacher and learner being interchanged, and the sense that this was not only welcomed but anticipated, seemed to express a strong expectation of relationship within teaching and learning.

Ongoing

The metaphors chosen by Tori, Kerryn and Kaye expressed a sense of teaching and learning being ongoing, never ending, and continuing.

Ongoing	
Circle	Tori
Maze	Kerryn
Stairs	Kerryn
Brick building	Kaye
Tree	Kaye

Table 5.7 Metaphors linked to the Category Ongoing

Tori chose the metaphor of a circle.

*“Learning is like a circle because it has no apparent beginning and no apparent ending ... like at what stage do we actually begin learning, at the moment we are born or are we actually learning when we are still in the womb? ... and there is no apparent ending because at what stage do we actually stop learning, an hour before we die or a month or?”* (Tori) p. 1

Tori highlighted the way she had decided on a circle as her preferred metaphorical image.

*“I began by thinking of teaching being like building but I thought a building has an end point, like you actually finish your building, although you have built it along the way and you have got your foundations and your structure and then all your external things and all your internal things and your painting and decoration, it still has a finish point somewhere and I wasn’t really satisfied with that because I think there is no specific finishing point.”* (Tori) p. 8

Kerryn developed two separate metaphors, one for teaching (flights of stairs) and the other for learning (a maze) and both had a sense of unending and continuation. This sense of unending was important to her, she told how she arrived at these particular metaphors.

*“I started thinking about teaching as a shooting star because each child has a spark to be encouraged and then I thought, that is good but once that spark stops, like the shooting star, it is gone and is never going to come back again ... then I thought about something climbing – stairs ... then I thought, what happens when they get to the top, and that took me in another direction ... then I thought that if there were a lot of different stairs together there would be many different paths and that took me to the endless flight of stairs because there are so many steps and directions you can take to develop a learner ... you can step up and step down and step in and step out ... it is just continuing, it is never going to end. Wherever you are going to go you are going to be taught by someone ... you are always stepping up or stepping down, you are never going to get to the top.” (Kerryn) p. 5*

*“I thought of a maze just having so many different directions and different ways and you can stop at one point or you can turn around go back ... there are just so many different outcomes ... which ever way you go you are going to learn from it, so it might be something negative but you know you have learnt from it so you will never go back to it, or it might be something positive that you haven’t got that outcome but you can go back later on to learn from it again ... it is endless.” (Kerryn) p. 6*

Kaye expressed the idea of an attitude of lifelong learning as she talked about her metaphors of building a brick building and the growth of a tree. She gave a sense that both the building and the tree would always be changing, that no two buildings or trees would be the same, that growth and change were continuous and lifelong.

*“... if someone has the attitude that learning is for life, it will never stop... if you are a tree, you will never be big enough, you will never be fully grown and your house will never be completed ... there will always be new branches on the tree and extensions on the house ... I don’t think it will ever get finished.” (Kaye) p. 8*

Tori, Kerryn and Kaye shared their belief in the value of lifelong learning as they discussed their metaphors. The category ‘Ongoing’ did not seem to overtly indicate relational teaching and learning, however there is a covert sense of relationship

implied. This category did not emerge from data gathered in the first phase of the study and it is therefore suggested that this is a secondary category.

Overview

Another category that might be termed secondary is that of ‘Overview’. Again this category emerged from the second phase interviews only and even then was not strongly evident.

Overview	
Journey from plan, to model to real thing	Nadine
Brick building	Kaye

Table 5.8 Metaphors linked to the category Overview

Nadine chose to explain learning in terms of a journey, “*the journey of seeing a plan, then seeing the model of the plan and then seeing the real thing*”. For her the sense of having an overview was important. There were various layers involved in both learning and teaching and whereas the journey of teaching involved “*showing (the students) what was there and you may stop at a museum and build down, break down; in learning you see and your learning builds up from the frame and on (from there).*” (Nadine) p. 5

Having an overview of the process might be evident in

*“Making a cake, you may read the recipe, you may then see a picture of the recipe and then you might bake the cake and eat it ... or you could have a maths problem and then see, have it written out and then you do it, it might be a hypothetical problem and then you may see it in reality, you may work out your budget and go shopping, or it could be having history information and then visiting somewhere.”* (Nadine) p. 6

For Kaye, there was also a sense of overview. She spoke about teaching being like a brick building that had many rooms “*most under construction and some scarcely marked out.*”(Kaye) p.4 Like Nadine, Kaye indicated a process that included a plan and an actual realisation of that plan. They both spoke of this process as being a journey.



*“... and then there are some rooms that there is only just a faint outline marked out, a few foundation stones and piles of bricks everywhere ... different parts are built at different times ... they get added to at different stage ... but you start off with the base rooms ... it is kind of like a journey ... a building journey.” (Kaye) p. 5*

The indication of vision, something that was yet to come seemed to emerge as these participants spoke. There was an anticipation of something developing, growing or becoming.

Transformational

The emergence of the category ‘Transformational’ in both the first and second phase interviews, as well as the fact that five of the six participants identified metaphors that could be coded as transformational would seem to indicate the strength of this category.

Transformational	
Plant -growth	Nadine
Tree	Kaye
Gardener	Kath
Gardening	Tori
Brick building	Kaye
Bush walk	Kath

Table 5.9 Metaphors linked to the category Transformational

Nadine, Kaye, Kath and Tori expressed this sense of transformation in terms of the growth and development of plants in a garden.

*“I put myself as the teacher, that is the gardener and the garden is the students ... as the gardener and teacher you have to be careful in terms of what you are teaching and how you are teaching ... because within that you are going to hopefully nurture growth from your students in your garden ... and then if you take care with the way you plan and you teach hopefully you will get that desired result in terms of them beginning to understand and grow from what you have taught them.” (Kath) p. 1*

*“... when you plant a seed you’re expecting to see the result and with teaching you’re kind of expecting to see a result ... we have an after school programme and I have been working with them the last couple of*

*weeks and you see the children that you have taught in the centre and that are now at school and you have seen the development, you have seen the growth, we had this much input then but it is continuing on and you see those children now at five and six years old who have continued on, they are continuing to grow much further ... it takes time, it is not instantaneous, you plant a seed and you don't see it grow two minutes later but after a while you see the child doing something and realize that they are doing what you taught them – they have learnt something from me.” (Tori) p. 6*

*“Learning is like a tree because it starts off from a tiny seed and grows into a seedling and then to a large tree with many branches ... it is only little when it starts off and quite delicate and when it grows bigger as a whole tree it is more sturdy and it gets really big and then it just keeps on growing and growing and growing ... I guess I imagine the tree to be a person, you learn about certain subjects and different facets of that subject, branches that come off the main subject ... like animals, you have got this big branch called animals and then you are really interested in lions so this lion branch comes off the animal branch and then you have got seals and horses and cats ...” (Kaye) p. 1*

The transformation occurs through the interaction of the teacher, student and various environment influences but as Nadine pointed out there are many factors that might limit the extent of transformation that takes place.

*“... you don't have any control over the make up of the plant ... so in the classroom situation I don't have any control over their physical capacity, intellectual capacity, spiritual nature ... I provide the watering and may add a little bit of nutrient and sustenance and that will allow the plant to grow, but I am not going to have something different come out of the classroom from what came in, I cannot make it into a bear or a fish it is still going to be a child ... that grows into the capacity they have, into the potential that they have.” (Nadine) p. 2*

The extent that transformation takes place could be limited by the learner and their capabilities as expressed by Nadine but also by the commitment of the gardener. Kath suggested that the level of commitment of the gardener could affect the degree of transformation that would take place.

*“... the gardener needs to be the kind of person who is willing to stop and listen and learn and look at each plant or each student, to see what their needs are if the plants are going to develop ... the gardener needs to strive to be a good gardener ... a committed gardener, not someone who is haphazard in their gardening ... a consistent person who is willing to learn about a new plant that they hadn't seen before or if*

*something is happening to that plant, maybe look into that so they can grow the plants to their full potential ... be responsible and have a heart for it ... or a love, a nurturing side, consistently nurturing. If the gardener was a bit sporadic, starts off with great gusto but hasn't quite looked at each one as an individual ... or the weather goes bad or there is a few more weeds than can be handled that day, things get a bit overgrown and unmanageable, not that they perhaps don't love or appreciate the flowers that finally get o bloom around the weeds but they never quite reach their potential because the gardener hasn't put the time and energy into it."* (Kath) p. 4

Kaye developed a building metaphor expressing growth, development and change that occurred during the building process. For Kaye, learning involved constant construction, and this construction brought about the change and transformation of the building.

*"Teaching is like building a brick building that has many rooms most under construction and some scarcely marked out, I don't know if you could ever finish the building ... like the language room, that would probably never be finished there is always more you can add to it ... and then sometimes you would pull walls down or push them out ... the child's house is partly a result of your efforts ... you are facilitating by providing the bricks, providing advice and even showing models of how different houses are built."* (Kaye) p. 7

Kath's metaphor of a bush walk also portrayed change, in this instance, change on the part of the walker who grows in confidence and experience as they tramp through the bush.

*"In the beginning (of the bush walk) I sort of start off really excited and then you can see the trees and things coming over and you think, what is behind those trees ... that sort of uncertainty and that is a bit like learning something new you come in all excited and then feel that uncertainty with the people sitting next to you, how much do they know ... and I just keep quiet for a while, like on the bush walk I conserve my energy ... and then three quarters of the way along you think, yes I can do this, this is really good and it is the same with learning you think yes, this makes sense, you learn new things, and that is like the bush walk, you come across new things like you might see a little stream or just looking at the trees and the moss on them and you get new insights and when you have finished you have a sense of elation."* (Kath) p. 7

Participants recognised transformation, growth, change and development in both themselves as teachers and in their learners. They equated learning with growing,

and positioned themselves as teachers as cultivators, nurturers and/or facilitators of learning. The Collins Dictionary (1995) states that: to cultivate is to “prepare soil for the growth of a crop, to tend the crop and to promote its growth” (p. 317). To nurture is to “promote growth and to provide something that nourishes the growth” (p. 916). To facilitate is to “assist the progress of growth” (p. 456). The roles of cultivator, nurturer and facilitator indicate connection between the teacher and learner and link to growth, change and development. This fourth and final category of ROOT further strengthens the idea of teaching and learning being relational activities.

## **Conclusion**

The voice of the participants has been the focus of this chapter as the two theoretical metaphors have emerged from the data. The next chapter sharpens and clarified the theoretical metaphor HEART by integrating related literature as a further source of data.

## **Chapter Six**

# **DISCUSSION**

### **Introduction**

In chapter five I presented the findings of the study. In this chapter I develop and further discuss the research findings linked with the literature. This study has used grounded theory research methodology where the substantial literature search is accomplished and woven into the emergent theory when the study is nearing completion (Glaser, 1998). Literature that formed the background to the study was discussed in chapter two. My objective in this chapter is to provide links to the literature as a further source of research data. The discussion here is not aimed at verifying the theory/ies that emerged from the data but rather to integrate the literature which leads to a sharpening of the theory/ies bringing clarity to the contribution of the study (Glaser, 1992).

This chapter is divided into five sections and is concerned with the theoretical categories of the HEART metaphor - Holistic, Embedded, Authentic, Reciprocal and Transformational. The two secondary categories of Ongoing and Overview that emerged from participants' metaphors in phase two of the study, and outlined in chapter five, have not been addressed as categories in this chapter. The reason for this is two-fold. Firstly, they were not strongly evident in the data. Secondly, when the participants checked the findings for "fit, relevance and work" (Glaser, 1978, p. 4) during the focus group, they suggested these categories would be better placed as properties of the category Embedded as they linked to their philosophy/ies and pedagogy/ies of teaching and learning. Therefore, the theoretical metaphor ROOT (Reciprocal, Ongoing, Overview and Transformational) was segmented with the categories Reciprocal and Transformational already present in HEART and Ongoing and Overview becoming properties of Embedded.

Each of the five parts of this chapter has the same format. Firstly there is an introduction and table that provides an overview of the category. Secondly the discussion dovetails the findings from the participants' interviews, metaphors and

focus group discussion with a selection of relevant literature combining the data sources for triangulation purposes. The chapter concludes with a summary of the issues, implications and tensions of the combined data.

## Holistic

The participants' belief that teaching and learning were holistic activities, involving the whole learner and whole teacher, involving their whole life experience and taking into consideration social-cultural diversity, was found to be woven through their responses. The concept of teaching holistically can be seen as multifaceted. Consciously attempting to acknowledge the learner and/or teacher as a 'whole person' rather than separating the person into 'parts', was identified by participants as both effective and transformative for all. Table 6.1 provides an overview of the participants' responses alongside themes from the literature that sharpen the emergence of this category.

*(Please note: Sources included in the tables in this chapter are not placed specifically in line with the properties identified under each category, or with the specific themes identified within the literature. Rather, they have been grouped in a more holistic manner as they often link across the category to more than one property. Specific links occur within the text.)*

Properties identified in participants' initial interview	Themes within the literature	Literature sources
<b>Whole Learner</b> Head – Intellectual Heart – Character, emotions, spiritual Hands – Skills Physical health and wellbeing	<ul style="list-style-type: none"> <li>The learner is a “whole person”                Cognitive                Social                Cultural                Physical                Emotional                Spiritual                Experience                Skill                Developmental stage</li> </ul>	(Anderson, 2003; Apps, 1996; Beck & Malley, 2003; Bethlehem Institute, 2004a; Biesta & Miedema, 2002; Z. J. Chen, 2000; Darling-Hammond, 2002; Farquhar, 2003; Gibbs, 2004; Grauerholz, 2001; Hawk, Cowley, Hill, & Sutherland, 2001, 2002; Ministry of Education, 1996, 1998, 2004; Noddings, 2003; Palmer, 1998; Pratt, 1998; Reedy, 2003; Ritchie, 2003; Rogers & Renard, 1999; Sergiovanni, 1992; Slater, 2004; Snook, 2003; Wilson, Gaff, Dienst, Wood, & Bavry, 1975; Wood, 1998; Zepke, 2003b).
<b>Whole Life</b> Past Present Future	<ul style="list-style-type: none"> <li>Teaching as a way of life - inside and outside of the classroom</li> <li>Learner is part of wide social grouping – family/whanau, community and needs to be understood as such</li> </ul>	
<b>Diversity</b> Culture Ethnicity Age groups Gender	<ul style="list-style-type: none"> <li>Learners bring their past, present and future into the classroom</li> <li>Learners are diverse people having their own culture, race, ethnicity, age, gender etc.</li> </ul>	

Table 6.1: Links between findings and literature - Holistic



The emphasis all participants placed on relating to their students (both adult and child) as whole people is echoed in the literature. Paramount within the minds of early childhood educators (both teacher educators and early childhood practitioners) is the curriculum document *Te Whāriki* (Ministry of Education, 1996) which places the holistic development of children as a foundational principle (p. 41). The weaving together of the learners' cognitive, social, cultural, physical, emotional and spiritual dimensions effects and contributes to their growth and development. "This integrated view of learning sees the child as a person who wants to learn, sees the task as a meaningful whole and sees the whole as greater than the sum of its individual tasks or experiences" (Ministry of Education, 1996, p. 41). Further, *Te Whāriki*

encompasses the child in their uniqueness, as well as their being part of a whole. It reflects the child's holistic development and the effect of the total environment on that development. In all of this, *Te Whāriki* also recognises the child as the living link to the past, the embodiment of the present, and the hope for the future (Reedy, 2003, p.74).

The concept of holistic teaching and learning is not confined to the early childhood education sector. The notion of teaching and learning encompassing more than just the transmission of subject matter has been addressed in the literature related to schooling (primary and secondary) (Anderson, 2003; Hawk et al., 2002; Slater, 2004) and tertiary or adult education (Chen, 2000; Gibbs, 2004; Hawk et al., 2002; Pratt, 1998). Further, Biesta and Miedema (2002) suggest a holistic view of the student has existed (if somewhat dimly) since the days of Plato and Seneca, and that in this present day it must be considered central to the pedagogical task. "Students need and want teachers to (relate to and) care for them as persons" (Noddings, 2003, p. 244), rather than being viewed or treated as vessels to be 'filled' with subject knowledge. Studies have shown that effective holistic teacher/student relationships are conducive to learning for most students (Anderson, 2003; Chen, 2000; Grauerholz, 2001; Hawk et al., 2002; Rogers & Renard, 1999; Wilson et al., 1975).

Relating to learners holistically involves not only the 'whole' learner but also the 'whole' teacher. Participants spoke of sharing personal life experiences with both



child and adult students and of past experiences impacting on and strengthening present relationships. This is referred to in the literature as self-disclosure or sharing a common sense of humanity (Beck & Malley, 2003; Grauerholz, 2001). Just as the teacher comes to know the student as a person so the student comes to know the teacher as a person (Hawk et al., 2002). When personal relationships are an intimate part of teaching, teachers find it almost impossible to conceal their personal values, beliefs, attitudes (Snook, 2003), humour, curiosity and care (Noddings, 2003). “Each of us is a whole person who thinks, has emotions, has a physical body and has a soul or heart” (Apps, 1996, p. 65). This understanding was prevalent in the responses made by participants.

As teachers develop the capacity to perceive each student as a person, learners benefit. Part of this involves teachers acknowledging and attempting to comprehend the ways in which culture and context influence both their own lives and the lives of their learners (Darling-Hammond, 2002). “The vital role that culture plays in learning and teaching has been demonstrated in numerous research studies” (Bevan-Brown, 2003, p. 1). In 2001, Te Puni Kokiri released an audit on the effectiveness of teacher education programmes within New Zealand, to equip student teachers to teach Māori learners effectively (Te Puni Kokiri, 2001). This audit forms the basis of a discussion paper (Ministry of Education, 2004) that seeks to develop a strategy for the preparation of teacher education graduates to teach diverse learners effectively. The paper proposes that teaching diverse learners involves a set of attitudes and skills that encompasses a holistic view of the learner and that that in turn will enhance students’ achievement.

It is widely thought that teachers not only pass on facts and information about things but also ways of conceptualising and reasoning based in cultural understandings (Wood, 1998). Teachers being aware of both their own, and their learners’ cultural backgrounds is foundational here. Alongside this, *Te Whāriki* signals a shift “from a curriculum that treated biculturalism as mere window-dressing, to a model that validates Māori as experts, affirms their contributions and supports their aspirations” (Ritchie, 2003, p. 100). Cultural awareness was evident in Melody’s desire to engage a Māori learner in her class.

Also woven into the holistic framework is that of the Christian philosophy of education being practiced at the Institute. A philosophy of “holistic, integrative and interdisciplinary” teaching concurs with that of Jesus the master teacher who “addressed his students needs by integrating the spiritual, moral, physical, affective and cognitive dimensions with a sincere and committed relationship” (Bethlehem Institute, 2004a, p. 6). Within the Bethlehem Institute community, the notion of “head, heart and hands” (Sergiovanni, 1992, p. 6) is often alluded to. Hands relate to behaviours or doing; head to the mind or intellectual activities and heart to the person’s interior world, their beliefs, values and dreams. Sergiovanni (1992) argues that the head is shaped by the heart that drives the hand. Therefore, the heart (what I value and believe), shapes the head (my mindscape of how the world works), shapes the hand (my decisions, actions and behaviours). For the participants of this study, their values and beliefs about people being physical, intellectual, social, emotional and spiritual human beings led them to teach and relate holistically.

The concept of recognising the ‘spiritual’ aspects of a person is not new and arises from a variety of view points. More recently spirituality has surfaced within the field of adult education (Zepke, 2003b). For many writers, spiritually is not necessarily religious (although it may include religion), but refers instead to being aware of something greater than self, being connected to others and/or being connected to nature. Gibbs (2004, p. 1) suggests that spirituality is “an awareness that the wholeness and interconnectedness of all things help to shape both meaning and the creation of our sense of authentic identity in time, place and destiny.” However, in this study the concept of Christ-centered spirituality was foundational to the participants’ teaching philosophy/ies and was an underlying factor contributing to their desire to relate holistically to their learners.

It could be argued that emphasising the person as a ‘whole’ serves to de-emphasise the significance of the individual social, emotional, physical, cognitive and spiritual dimensions of a person and, as it were, ‘lumps them all together’. It is important to acknowledge that each dimension of a person is important. A failure to do so could well limit the effectiveness of the teaching and learning and thereby inhibit opportunities for intervention or particular focus in an area of need, for example a physical skill. “A holistic approach acknowledges that the ‘whole is greater than the

sum of its parts’; it does *not* mean that there are no parts, or that we cannot identify component skills that would help the (learner) achieve” (emphasis in the original) (Cullen, 2003, p. 282). The participants recognised the holistic way people learn and develop within socio-cultural contexts. They also acknowledged the individual social, emotional, physical, cognitive and spiritual dimensions of themselves and their learners.

## Embedded

Underpinning the concept of relational teaching and learning was the participants’ “other-centeredness”, their philosophy of life both personal and professional and the organisational cultures in which they worked. Again this concept is multifaceted. Both teacher educators (Melody, Kath and Nadine) and early childhood practitioners (Kerryn, Tori and Kaye) acknowledged that teaching and learning was embedded within their day to day relationships, be they with children or adults. Table 6.2 provides an overview of this understanding, presenting participants’ responses together with themes from the literature that hone the emergence of this category.

Embedded			
Properties identified in participants’ initial interview	Participants’ metaphors	Themes within the literature	Literature sources
<b>Faith commitment</b> Calling “Other” centered  <b>Philosophy</b> Personal Professional  <b>Organisational culture</b> Socio cultural context Physical context Systems & routines Membership of a team	Circle (Tori)  Maze (Kerryn)  Stairs (Kerryn)  Brick building (Kaye)  Tree (Kaye)  Journey from plan, to model to real thing (Nadine)	<ul style="list-style-type: none"> <li>• Vocation “calling”</li> <li>• Learner centered environment</li> <li>• Personal philosophy</li> <li>• Professional philosophy</li> <li>• Connections between teacher, student, subject</li> <li>• Socio-cultural context</li> <li>• Organisational culture – systems, routines that encourage relationships between teacher, student, whanau, community</li> </ul>	(Apps, 1996; Beck & Malley, 2003; Farquhar, 2003; Flear, 2003; Grauerholz, 2001; Hall & Kidman, 2002; Hansen, 1995; Hedges, 2003; Hogan, 2003; Houghton, 2001; Keesing-Styles, 2003b; McLeod, 2003; Ministry of Education, 1996, 1998; Noddings, 2003; Rogers & Renard, 1999; Stephenson, 2001; Tiberius, 2001; Zepke, 2003a).

Table 6.2: Links between findings and literature - Embedded

Central to participants' concepts of relational teaching and learning was the essence of being "called" to teach rather than teaching being a "job". The Latin root of the word 'vocation' is *vocare*, which means 'to call'. When teaching is viewed as a vocation there is a sense of both public obligation and personal fulfillment. Teaching takes its shape through a sense of social meaning and value, it also provides a sense of self and personal identity (Hansen, 1995). Some would understand this sense of vocation as being associated with Christian belief and practice and that is acknowledged. However, the term can also indicate a perception of the inner motivation to serve that is socially rooted, it may come from what a person has experienced in the world alongside what they have 'felt' in their heart or soul. In either case, the understanding of relational teaching and learning being embedded in a sense of "calling" is evident in both the participants' responses and the literature (Hansen, 1995; Hogan, 2003; Stephenson, 2001). "Concern for another is fundamental to teaching as (a relational) practice" (Noddings, 2003, p. 247).

Participants' inner motivation to 'serve' those they taught was expressed in aspects of their philosophy/ies and pedagogy/ies of teaching and learning. Embedded in their practice was a sense of them being a part of something bigger – something that didn't begin and end with them but was ongoing. Melody, Kath, Tori and Kaye spoke of their awareness of learning being lifelong both in the effect/s that learning might have in a person's growth and development, and in the fact that learning could occur throughout the course of a person's life. The metaphors chosen by Tori, Kerryn and Kaye further indicated a sense of teaching and learning being ongoing, never ending and continuing. Kaye expressed this strongly when she said *"learning is for life, ... if you were a tree you would never be big enough, you would never be fully grown ... there would always be new branches ... I don't think it would ever get finished"*.

This notion of lifelong learning is found in the New Zealand government's education policy of creating a seamless education system (Ministry of Education, 1993) and lifelong learning opportunities (Ministry of Education, 2002). These policy documents indicate that teaching and learning does not begin and end within one sector of the education system but rather, teaching and learning are lifelong activities. The participants saw their relationships within teaching and learning as embedded in a culture of lifelong learning.

The organisational culture in which the participants taught further revealed the embeddedness of relationships within their teaching and learning endeavours. Relationships were valued, planned for and expected. The concepts discussed by the participants were of –

- teachers working together as members of teaching teams,
- routines providing opportunities for meeting parents/whanau and interacting with the wider community,
- curriculum being student or child-initiated,
- class and group sizes being kept small and
- daily schedules being structured in ways that maximised opportunities for individual, small group and large group interactions.

All these organisational aspects indicated participants thought relationships were central to the learning and teaching task. The literature also conveyed that structures can provide both learners and teachers with opportunities to connect to the subject matter, other students, teachers and the wider learning community (Grauerholz, 2001; Hall & Kidman, 2002; McLeod, 2003; Ministry of Education, 1996, 1998). A teacher's relationship with learners "is not just icing (on the cake) ... it is an essential component of the teaching and learning process" (Tiberius, 2001) and requires organisation and structures to ensure it occurs.

For teaching and learning to be embedded in relationships, "space" is required. Both teachers and learners need intellectual space – to try out new ideas; spiritual space – to explore relationships; physical space – to be alone or part of a group and emotional space – to recognise and express feelings (Apps, 1996). Space is also necessary to encompass people's diversity or individual difference (Zepke, 2003a). Creating environments that provide space and foster relationships is evident in the work of Beck and Malley (2003), Farquhar (2003), Hall and Kidman (2002), Houghton (2001) and Rogers and Renard (1999). Teaching and learning are everyday activities and as such are embedded in the interactive relationships that occur on a daily basis (Fleer, 2003).

Teaching and learning involves the active participation of learners and teachers. A socio-cultural approach to education means that “learning is embedded in social and cultural contexts” (Hedges, 2003, p. 7). This understanding or philosophy was paramount in the minds of all participants. There is a wealth of literature devoted to the topic explaining and examining socio-cultural theories and their outworking some of which is discussed in chapter two as it forms a background to this study. Linda Keesing-Styles suggests that

if student teachers are to fully understand the intricacies and implications of a pedagogy based on these principles (Holistic Development, Empowerment, Relationships, Family and Community), there is no greater opportunity to accept, challenge, construct, internalise debate or practice them than if they are experienced rather than taught ... the relationship between what student teachers learn and what they ultimately carry out in their educational practice is enhanced through a direct association between their own learning and learning for children (2003b, p. 239).

This highlights both the desire and intention for the teaching and learning of both adults and children to be embedded in relationship/s.

## **Authentic**

Literature concerning the qualities of effective teachers will almost always focus on teacher behaviours related to student achievement. Research has delved into the perceptions of students, administrators and teachers themselves. Over and over again the teacher’s affective characteristics or social and emotional behaviours are emphasised. This study is no exception. Melody, Kath, Nadine, Tori, Kerry and Kaye all indicated that authentic, genuine relationships were a foundational part of the teaching and learning process.

Table 6.3 provides an overview of this “cornerstone” category, presenting participants’ responses together with themes from the literature that define the emergence of this category.



Properties identified in participants' initial interview	Themes within the literature	Literature sources
<p><b>Other Aware</b></p> <p><b>Self Aware</b> Knows own limitations Knows own strengths Natural, who I am Knows and accepts ones place</p> <p><b>Characteristics</b> Listens, spends time, respectful, committed accepting, trusting, values others, honest, keeps confidences, open, safe, warm, friendly, sees the best in others, humour, sensitive</p>	<ul style="list-style-type: none"> <li>• Teacher “other” aware Creates a sense of belonging for others, accepting of others, believing in others, values others</li> <li>• Teacher understands self – knows who I am</li> <li>• Characteristics of authentic relationships: Open, safe, secure, real, honest, respectful, trusting, empathizing with the voiceless, not prejudice, willing to disclose something about self, purposeful, friendly, warm, committed, caring, sincere, polite, loyal, not forced, flexible, fair</li> </ul>	<p>(Anderson, 2003; Apps, 1996; Z. J. Chen, 2000; Collins, Harkin, &amp; Nind, 2002; Cranton, 2001; Darling-Hammond, 2002; Deiro, 2003; Gibbs, 2004; Grauerholz, 2001; Hawk et al., 2001, 2002; Hood, 2001; Houghton, 2001; McLeod, 2003; Noddings, 2002, 2003; Palmer, 1998, 1999; Pratt, 1998; Rogers &amp; Renard, 1999; Rompelman, 2002; Slater, 2004; Snook, 2003; Stronge, 2002; Tiberius, 2001; Walsh &amp; Maffei, 2001).</p>

Table 6.3: Links between findings and literature - Authentic

Being authentic is foundational to teaching and learning relationships. However being authentic is not necessarily “revealing all ... or spending a great deal of time together ... being authentic ... means simply being yourself during communications with students” Cranton (2001, p. 73).

Teaching from the heart comes from the depths of the teacher as a person. It is not only what the teacher knows, but *who the person is* (emphasis in the original) that makes a difference. Teaching from the heart is an authentic endeavor. The teacher constantly asks – Is what I am doing truly an expression of who I am? And if not, why is it not? (Apps, 1996, p. 17).

This comment from Apps reiterates and captures exactly the comments made by the participants of the study. There was a strong focus on being “self aware”, knowing “who I am” and “where I fit”. This understanding emerged from the data as a deep realisation of the need to be real. It linked to participants’ understandings of “calling” and “vocation”, of teaching being more than a job.



Palmer used the heading “We teach who we are” on page one of his book “The Courage to Teach” (1998) and goes on to say “good teaching requires self knowledge: it is a secret hidden in plain sight” (p. 3). I interpret this to mean, others will know me even if I don’t know myself. Palmer goes on to state “the more familiar we are with our inner terrain, the more surefooted our teaching – and living – becomes” (1998, p. 5). This notion of self-connectedness is also discussed by Gibbs (2004, p. 3), he argues that “teachers’ relational connectedness influences their learners, the curriculum they teach, and the communities and contexts in which they work.” Melody noted just this when she said *“if you are not confident in your own self then you are not going to be relational (in your teaching)”*.

Participants identified a variety of characteristics that they considered foundational to real, genuine, authentic, caring teaching and learning relationships. Many of these are also identified in the literature. Noddings writes extensively on the notion of the ethic of care and the need for people to be cared for in educational contexts. Caring interactions include treating students’ talk and opinions seriously and entering into genuine and sincere conversations (Noddings, 2002). Effective and “affective teachers are those who are concerned with caring ... teachers who are ‘with’ their students ... talking with them, not at them ... solving problems with them” (Rompelman, 2002, p. 21) treating students as people, genuinely allowing them to be real and being real with them.

The term ‘caring’ is very broad and characteristics of caring authentic relationships are likely to include: (these are listed in no particular order)

- Trust (Collins et al., 2002; Deiro, 2003; Pratt, 1998; Slater, 2004; Tiberius, 2001)
- Openness (McLeod, 2003; Tiberius, 2001)
- Security (Tiberius, 2001)
- Honesty (Grauerholz, 2001; Houghton, 2001; McLeod, 2003)
- Safe (Houghton, 2001; McLeod, 2003; Noddings, 2003; Rogers & Renard, 1999)
- Friendliness (Hawk et al., 2002)
- Nurturing (Pratt, 1998)
- Warmth (Collins et al., 2002; Hawk et al., 2001)

- Honouring (Deiro, 2003)
- Connectedness (Hawk et al., 2001)
- Respectfulness (Anderson, 2003; Deiro, 2003; Hawk et al., 2001; McLeod, 2003; Pratt, 1998; Slater, 2004; Stronge, 2002)
- Acceptance (Collins et al., 2002)
- Non Judgemental (Darling-Hammond, 2002)
- Fairness (Stronge, 2002; Walsh & Maffei, 2001)
- Understanding (Z. J. Chen, 2000; Stronge, 2002)
- Compassion (Anderson, 2003)
- Credibility (Palmer, 1999; Stronge, 2002)

The terms used might vary between authors but the intent is similar to those identified by the participants.

Caring is an important part of teaching and learning. However, equally important are the ethics of these caring, authentic, real relationships encountered by both teachers and learners within teaching and learning. Collins, (2002, p. 50) suggests that “the need to achieve balance between necessary intimacy and appropriate distance is inherent in establishing and maintaining all relationships and is of particular importance for teachers and learners”. In recent times there has been much publicity about inappropriate and illegal teacher/child relationships – a vivid case in point would be that of Ellis and the children at the Christchurch Civic Crèche (Hood, 2001). Regardless of truth of the allegations or which ‘side’ one takes, the concept of a trusted teacher crossing the divide from a professional relationship to an extremely personal relationship is unacceptable. This type of situation might be termed ‘black or white’ moving from ‘legal to illegal’, but might there also be ‘grey’ areas or ‘danger zones’ within the teacher/learner relationship/s such as favouritism and friendship? Such ethical issues form the focus of chapter four in Snook’s book “The Ethical Teacher” (2003) where he considers “The Personal in Education” (p. 78). Favouritism and high levels of friendship with individual learners could alienate other learners in the group and thereby lessen the effectiveness of the teacher.

Further areas to consider might include the appropriateness or inappropriateness of relational interactions depending on the teacher’s and learner’s culture, religion, age and/or gender. Chen’s (2000) research indicated that for any number of reasons

students might prefer a clear ‘boundary’ between teacher and learner. Privacy and confidentiality also need to be considered. If both teachers and learners are attempting to be authentic and real with each other, then it is likely that knowledge of a personal nature will be shared either intentionally or unintentionally. Here again there are ethical issues that affect the teacher and the learner, the one giving and the one receiving the information.

## **Reciprocal**

The concept of both teaching and learning is expressed through the Māori word ‘Ako’ which means to both teach and learn. Apps (1996, p. 15) believes “everyone is a learner and everyone is a teacher”. Some people might be designated teachers at particular times but just as students can learn from teachers, so teachers can learn from students, this applies to both adults and children. Sharing knowledge and experience, hopes and fears, questions and answers, concerns and solutions gives everyone opportunities to both give and take. Creating a relationally reciprocal environment is vital if teachers are to do more than give, give, give until they are squeezed dry. There needs to be a flow so that “when we give we can also receive” and that can only occur if teachers are open to what students and others have to offer (Houghton, 2001, p. 708).

Participants identified a range of people with whom they experienced reciprocity including, but not limited to, the teacher/student relationship. They spoke of reciprocal relationships with peers, students’ families/whanau, the wider community as well as the local, national and international education community/ies. Participants recognised a sense of ‘team’ and partnership with others as a vital aspect of their work. They valued the contributions, strengths and understanding of others as well as opportunities to give back in return. Within early childhood education the “links between home and the early childhood programme” are considered important (Ministry of Education, 1996, p. 18). The notion of “partnership” is used when referring to parents, guardians and whanau (Ministry of Education, 1998, p. 14), and there is a strong message for educators to acknowledge and work collaboratively with parents/whanau to develop shared goals and expectations. The examples of reciprocal interactions provided by the participants indicated just that, a sharing of knowledge, skills, materials, advice, encouragement and appreciation between

teachers and parents/whanau. Table 6.4 provides an overview of the HEART category ‘Reciprocal’, outlining participants’ responses alongside themes from the literature.

Reciprocal			
<i>Properties identified in participants’ initial interview</i>	<i>Participants’ metaphors</i>	<i>Themes within the literature</i>	<i>Literature sources</i>
<b>People involved</b> Teacher/teacher Teacher/learner Teacher/employing organisation Teacher/parent Teacher/teaching team Parent/community Parent/child Teacher/community  <b>Contribute/share</b> Knowledge Skills Materials  <b>Support</b> Advice Encouragement Appreciation  <b>Belonging</b> Valued Accepted Empowered	Tennis Match (Melody)  Guide and Tourist (Nadine)  Drinking water (Nadine)  Gardener (Kath)  Gardening (Tori)	<ul style="list-style-type: none"> <li>Teachers and students learn from each other/teach each other</li> <li>Peer to peer</li> <li>Teacher to student</li> <li>Student to teacher</li> <li>Teacher to teacher</li> <li>Partnership with parents/whanau and wider community</li> <li>Respect</li> <li>Trust</li> <li>Commitment to learning</li> </ul>	(Apps, 1996; Z. J. Chen, 2000; Collins et al., 2002; Deiro, 2003; Farquhar, 2003; Hall & Kidman, 2002; Hawk et al., 2001, 2002; Hedges, 2003; Houghton, 2001; Keesing-Styles, 2000; McLeod, 2003; Ministry of Education, 1996, 1998; Noddings, 2003; Pratt, 1998; Rogers & Renard, 1999; Tiberius, 2001; Walsh & Maffei, 2001; Wink, 2001).

Table 6.4: Links between findings and literature - Reciprocal

Discussion surrounding reciprocal interactions between teachers and learners was evident in the literature. Reciprocity is a complex and important aspect of teaching and learning. Writers mentioned that reciprocity might be observed in ways such as:

- Teachers working hard for their students and students working hard for teachers in response (Hawk et al., 2001)
- Teachers caring about their students and students caring about their teachers (Hawk et al., 2001)
- Teachers modelling respectful communication and receiving it in return (Hawk et al., 2001)

- Teachers being willing to help and students taking on the responsibility to ask for help (Chen, 2000)
- Teachers attempting to understand others before expecting others to understand them (Rogers & Renard, 1999)
- Teachers and students trusting and respecting each other (Deiro, 2003; Pratt, 1998; Tiberius, 2001)
- Teachers and students sharing the responsibilities of teaching and learning with each other (Hall & Kidman, 2002; Wink, 2001).

Noddings remarked that

teaching is thoroughly relational and many of its goods are relational: the feeling of safety (for both teacher and student) in a thoughtful teacher's classroom, a growing intellectual enthusiasm in both the teacher and student, the challenge and satisfaction shared by both in engaging new material, the awakening sense (for both) that teaching and life are never-ending moral quests (2003, p. 249).

Giving, receiving and sharing provide opportunities for both the teacher and the learner to grow and develop as they engage in teaching and learning. Reciprocity emphasises the learner as well as the teacher (Collins et al., 2002; Walsh & Maffei, 2001) within a socio-cultural context, stressing the responsive and reciprocal nature of the engagement.

Five of the metaphors suggested by the participants contained aspects of reciprocity, the strongest being put forward by Melody – the image of a tennis match. A tennis match presents an interesting picture as the players might be quite equal in their skills and abilities or one could dominate the other. Where does equality fit within the reciprocal relationship? Is it possible that equal reciprocity is an ideal or dream but would rarely happen in the day to day teaching and learning context?

McLeod (2003) discusses the concept of partnership with parents/whanau within the early childhood centre wondering about the “expert power” the teacher might hold over parents. This is also a concern of Keesing-Styles (2000) who encourages

teachers and parents/whanau to experience more than just a sharing of information but a greater sharing of power that moves into the areas of decision making, common goals and teamwork. A further factor regarding the possibility of “true” reciprocity might lie in the particular role/title a person has. Could the role or position given to a Head Teacher or Lecturer make equal reciprocity impossible within a student or parent/whanau relationship?

The participants did not discuss aspects of equality or power within their teaching and learning relationships. This could indicate they were unaware of the complexities of the situation or that they felt comfortable with their relationships as they were. Such topics might need to be explored with learners and parents/whanau themselves, or may need to be addressed openly with teachers. Could it be that a more attainable goal is one of collaboration, acknowledging the concept of a ‘learning community’ where teaching and learning occurs between adults, adults and children, peers and wider community networks (Hedges, 2003) recognising that in such contexts people do influence each other (Farquhar, 2003)? I consider it is not an ‘either/or’ situation but rather issues of equality and power could occur in relationships that were termed ‘collaborative’ the same as those that were termed ‘reciprocal’.

## **Transformational**

The concept of teaching and learning being more than the transmission of knowledge and the development of skills has been recognised by teachers and other educational professionals over the years. Biesta and Miedema (2002) in their article “Instruction or pedagogy? The need for a transformative concept of education” argue that although presently there is an increased emphasis on education as instruction, there is also a pedagogical and transformative aspect to it because of a concern for the learner as a whole person.

Participants in the study acknowledged the concept of transformation occurring as part of their teaching and learning relationships. This concept emerged from their initial interview and within their chosen metaphors. Table 6.5 presents an overview of participants’ responses together with themes from the literature that sharpen the emergence of this category.



Transformational			
<i>Properties identified in participants' initial interview</i>	<i>Participants' metaphors</i>	<i>Themes within the literature</i>	<i>Literature sources</i>
<b>Teacher</b> Knowledge & skills Risk taking Confidence Self awareness  <b>Learner</b> Social development Confidence/empowered Character development attitudes, values, beliefs Intellectual development Maturity Skill development  <b>Learner's Family/Whanau</b> Parenting skills Child's home behaviour  <b>Levels of relationship</b> Surface to deep Change occurring over time	Plant – growth (Nadine)  Tree (Kaye)  Gardener (Kath)  Gardening (Tori)  Brick building (Kaye)  Bush walk (Kath)	<ul style="list-style-type: none"> <li>• Academic/intellectual growth</li> <li>• Shapes the way we think about ourselves and others</li> <li>• Education has a transformative role in society</li> </ul>	(Brookfield, 1990; Collins et al., 2002; Cranton, 2001; Cummings, 2001; Freire, 1968; Harper Collins, 1995; Leach, Neutze, & Zepke, 2003; MacNaughton, 2003; Mezirow & Mezirow, 2000; Whalley & Pen Green Centre Team, 2001).

Table 6.5: Links between findings and literature – Transformational

The term transformation has a variety of meanings. The dictionary defines it as “to change or to alter” (Harper Collins, 1995, p. 1432). Leach, Neutze and Zepke (2003) suggest three meanings in the context of adult education:

1. Transformation for efficiency and productivity in an organisation
2. Transformation in the way people view themselves and their worlds
3. Transformation for social change and a more just society.

I have mainly used the term transformation here to mean personal change, however at the end of this section the notion of transformation linked to social change is touched on.

The impact that teaching and learning relationships have on people's lives is likely to vary. However it is widely acknowledged that there will be a degree of impact and that that impact will involve transformation or change in one way or another. The participants, Melody, Kath, Nadine, Kerry, and Tori, spoke of change taking place through their professional relationships on a day-to-day basis concerning day-to-day experiences and challenges. They spoke of change occurring within teachers



themselves, learners and the learners' families/whanau. They spoke of changes in knowledge, attitudes and skills which, in their view 'improved' or were of 'value' to the learner, be that themselves or others. Although none of the participants referred to themselves as being 'transformational educators,' nor did they comment specifically on the theoretical aspects of transformational teaching, they all expressed an interest in teaching because 'it made a difference' in people's lives, both personally and professionally. Like Mezirow and Mezirow (2000) and Cranton (2001) the participants linked personal transformation to something positive, however, I would suggest that both positive and negative change is possible.

Collins et al. (2002, p. 43) suggest "Relationships with significant others, including teachers and learners, have a major role to play in shaping the way we think about ourselves and how we construct our achievements and aptitudes". The teacher/learner relationship can be reciprocally transformational both positively and negatively. For example: the teacher who experiences learners who respond to and enjoy their teaching is likely to consider that he/she is a 'good' teacher and act accordingly or vice-versa; the learner who is repeatedly praised for their learning is likely to consider that they are a 'good' learner and act accordingly or vice-versa. In such cases the self-concepts of both the teacher and learner are being transformed through the teaching and learning relationship. Participants spoke of a variety of positive scenarios where they had grown in confidence as teachers and where they had observed their learners growing in confidence, self-esteem and self-image. They also discussed change that had occurred in the families of the children they taught.

Whalley and the team at the Pen Green Centre in Britain have worked extensively with the families of the children attending the centre (Whalley & Pen Green Centre Team, 2001). Cummings (2001), gives an account regarding her own experiences both as a parent of a child in the centre and later as a researcher at the Pen Green Centre. She states "I have become very interested in the way that the parents' involvement with their children's learning project has had a knock-on effect in relation to the parents' own personal growth and development" (p. 117). Cummings goes on to explain that as a parent she attended a child development session when her child was attending the Nursery. The understandings about child growth and development she learnt helped her to better understand her own child. She went on

to explain that this understanding changed the way she provided for and extended her child's play at home.

Examples similar to this were discussed by the participants of this study. Teachers working with parents/whanau and the parents/whanau in turn working with children led to an increased understanding and appreciation of children's growth and development. Both Kaye and Tori spoke of marked changes in the behaviour of children after they had made suggestions to parents on how they might manage their child's behaviour at home. Parents being empowered in such ways can lead to changes for children, parents/whanau, teachers and the community at large. Such transformational learning can be liberating and exciting.

However, the opposite might also occur. The learner who is challenged to "question the assumptions underlying habitually accepted ideas or actions ... (and who then comes to see that what) they previously accepted as common sense, taken-for-granted, conventional wisdoms are (actually) distorted and inadequate" (Brookfield, 1990, p. 46) might find the process distressing and disturbing. Transformational teaching and learning may well involve emotions of various kinds at various levels. For transformation to occur there needs to be a shift in a person's thinking and/or behaviour and this can be painful.

The desire to see another grow and develop was strongly evident in the metaphors chosen by the participants. The theme of plants growing in a garden, which might be interpreted as growth, change, and transformation, was evident in the metaphors of four of the six participants. The participants' goals for growth for both themselves and their learners fit within their own values and beliefs about the purpose and role of education.

A further consideration is the question 'why change?' If transformation or change is going to take place it would seem logical that there is a 'better' way of thinking or behaving. What makes one way of thinking 'better' than another, or one way of behaving 'better' than another? Is there a 'better' way or is it actually just a 'different' way, with many ways being equally 'good'? Who is deciding what is 'better' and what are the ethical considerations surrounding this decision? These

questions may well link to an even greater question, ‘what is the role and purpose of education?’ This study is not the place to consider and debate the role and purpose of education, however, the beliefs and values that underpin teaching and learning relationships will influence the nature and extent of those relationships. If such relationships involve a transformational aspect then consideration of the goal of that transformation is important. Take for example the goal for a learner to become - independent, dependent or interdependent; in each case the learner/teacher relationship will be outworked in a different way.

With governments around the world, including New Zealand, emphasising measurable outputs and accountability, often related to tight systems of inspection, the purpose of teaching and learning has come into renewed focus. The question of teaching values and norms to bring about ‘desired’ changes in society is a further aspect of the transformational learning and teaching. MacNaughton (2003) discusses early childhood educators working within a ‘transforming society’ approach which “rests on the belief that educators can work with children and their families to create a better world” (p. 182). She links this position firstly to both the transforming of the individual morally, intellectually and politically, and secondly to transforming society in terms of justice and resisting oppression.

A key thinker in regards to teaching and learning being a catalyst in transforming the society in which a person lives is the Brazilian Paulo Freire whose book “Pedagogy of the Oppressed” (1968) has challenged the thinking and implementation of education over recent decades. Freire encouraged people to discover how to participate in the transformation of their worlds. His view encompasses the idea that “education is meaningful only if it confronts people’s real day to day problems and provides them with the intellectual and political tools to solve these problems and therefore transform their lives” (MacNaughton, 2003, p. 184).

#### Summary of the issues and tensions emerging from the data

Each of the HEART categories has embedded within it a variety of issues and tensions, some of which were indicated by the participants themselves and others became evident through examination of relevant literature. Considering each of these categories at various levels and from a variety of perspectives further revealed the

complexity of teaching and learning relationships. Table 6.6: HEART: Issues and tensions, outlines these.

HEART Category	Issues and tensions
Holistic	<ul style="list-style-type: none"> <li>• Concentrating on the whole person who lives in a socio-cultural context and failing to recognise the ‘parts’ e.g. their cognitive, physical, emotional, and spiritual aspects or considering only one aspect of the person and failing to recognise them as a whole.</li> <li>• Both teachers and learners bring their previous experiences (both positive and negative) to the teaching/learning relationship. What impact, if any, does this have on the present relationship?</li> <li>• How does the socio-cultural context/s in which teaching and learning relationships occur, affect teachers and learners who conceptualise and reason out of their personal and professional cultural understandings?</li> </ul>
Embedded	<ul style="list-style-type: none"> <li>• What effect, if any, does the organisational culture of learning and teaching environments have on the development of teaching and learning relationships?</li> <li>• Is there a difference between teachers who believe they are ‘called’ to the ‘vocation’ of teaching and those that believe that teaching is ‘just a job’?</li> <li>• Recognising that teaching and learning occurs within a socio-cultural context, embedded in a person’s lifetime of experiences.</li> </ul>
Authentic	<ul style="list-style-type: none"> <li>• Could open, real, authentic relationships between teacher and learner have ethical implications? How might it be possible to resolve these?</li> <li>• If teachers ‘teach who they are’ what are the implications for both teachers and learners?</li> <li>• Awareness that appropriateness or inappropriateness of relational interaction will differ depending on the teacher’s and learner’s age, culture, religion and/or gender.</li> </ul>
Reciprocal	<ul style="list-style-type: none"> <li>• In what ways are reciprocal relationships positive and/or negative?</li> <li>• If teachers are learners and learners are teachers, how might that influence my teaching and learning?</li> <li>• Could relationships that are termed reciprocal or collaborative have inherent ‘power relationships’ within them?</li> </ul>
Transformational	<ul style="list-style-type: none"> <li>• Recognising that transformation and change can be both positive and negative.</li> <li>• Teaching for transformation implies that there is a ‘better way’, ‘better life’ but who is deciding what is ‘better’ for the learner?</li> <li>• The term ‘transformational teaching’ has a variety of meanings. How am I interpreting it and how is this influencing my relationships within teaching and learning?</li> </ul>

Table 6.6: HEART: Issues and tensions.

Any issue or tension has implications for those involved; this is true of the issues and tensions inherent in connected relational teaching and learning. A tension implies a stretching, a degree of tightness or looseness. As teachers and learners grapple with issues personally and/or interpersonally they are likely to find themselves ‘stretched’.

The issues and tensions outlined in this chapter and summarised in Table 6.6 have been, and are being, experienced by teachers and learners. Many of them have no easy answers. Some are more personal in nature while others concern whole communities. These issues and tensions are a further reminder of the complexity of teaching and learning.

### Conclusion

In this chapter I have discussed the research findings and linked them with the literature, so that triangulation and dovetailing of the data is evident. This discussion was not aimed at verifying the theory/ies that emerged from the data but rather to weave the literature with the findings and therefore sharpen and bring clarity to the emergent theory/ies, following grounded theory methodology (Glaser, 1992). The interpretation of the findings was also validated by participant judgment that took place within the focus group session when initial findings from the data were discussed. Finally, included in this chapter was the emergence of issues and tensions. These have been included to heighten the complexity of the findings of the study.

Teaching and learning are multifaceted activities and “we must enter, not evade, the tangles of teaching so we can understand them better and negotiate them with more grace, not only to guard our own spirits but also to serve our students well” (Palmer, 1998, p. 2).

The following chapter concludes this thesis by presenting an overview of the study. Links are also made between the strengths and weaknesses of the study and recommendations for further research.

## **Chapter Seven**

# **CONCLUSION AND RECOMMENDATIONS**

### **Introduction**

This final chapter draws the thesis to a conclusion. Here the research study is briefly reviewed and recommendations are made for future research. The use of metaphor has been woven through the study and this chapter highlights the theoretical metaphor that emerged from the data. There was no deliberate intention to create a theoretical metaphor; however, upon reflection I feel it appropriate that a study that used metaphor/s as a data collection tool concluded with the emergence of a theoretical metaphor.

### **Overview**

The study was based in my interest in the relational nature of teaching and learning. The study followed Glaser's (1992) grounded theory methodology. There was no specific research question as a basis for the study, however there were questions of potential interest, these were:

What relationship/s do teachers (teacher educators and their graduates) identify within the activities of teaching and/or learning? Why?

What do teachers (teacher educators and their graduates) think they are doing relationally within the activities of teaching and/or learning?

Why do teachers (teacher educators and their graduates) teach the way they do?

What are the priorities, connections, similarities and/or differences between teacher educators and their graduates in regard to perceived relationship/s within the activities of teaching and learning?

The participants in the study were teacher educators and their graduates from the Bachelor of Education (Teaching) Early Childhood Education degree course delivered



by Bethlehem Institute, Tauranga, New Zealand. Data was collected through individual interviews, participants' metaphors of teaching and learning and a focus group. The data was coded for emergent categories and their inherent properties.

Emerging from the study was the theoretical metaphor HEART.

### **Theoretical Metaphor: HEART**

The underlying theme of this study has been the belief that the relationship/s between the teacher and learner are central to teaching and learning. Five theoretical categories emerged from the data. These were grouped together under the theoretical metaphor HEART. Each letter indicated a group of inter-related properties inherent in the outworking of learner/teacher relationship/s, H – holistic; E – embedded; A – authentic; R – reciprocal and T – transformational.

1. *Holistic* – This category encompassed the belief that relational teaching and learning were holistic activities involving the 'whole' learner and the 'whole' teacher. Participants expressed the understanding that it was important for the teacher to acknowledge the learner as a whole person, made up of various 'parts' but not limiting the person to a purely "intellectual" or "emotional" or "social" or "physical" or "spiritual" being. Apps (1996) affirms a holistic view when he states "each of us is a whole person who thinks, has emotions, has a physical body and has a soul or heart" (p. 65). There was also the recognition that relational teaching and learning happened within a window of time and that both the learner and the teacher existed outside of that window, in other words that each had a past, present and future. Respect for, and consideration of, the whole life of both the learner and the teacher further enhanced the experience of teaching and learning relationships. Other aspects of the 'whole' learner and/or teacher include those of culture - ethnicity, race, age and gender as well as the socio-cultural groupings of family/whanau and wider community.
2. *Embedded* – This category encompassed the belief that relational teaching and learning was embedded in the philosophical, pedagogical and organisational aspects of teaching and learning. Central to participants' personal and



professional philosophies was their concern for others. They had an inner motivation to 'serve' those they taught. Teaching was more than a 'job', participants spoke of being 'called' to teach and this calling gave a sense of social meaning and value – gave purpose to what they were doing. Their pedagogical practice was based in an awareness of the learner with learners actively participating in the decision making concerning what, where, when and how learning took place. This learner awareness was particularly evident in discussion surrounding child-centered learning and emergent curriculum. The organisational culture/s in which participants taught were ones in which relationships were valued, planned for and expected. Structures including daily schedules, working environments, teacher/learner ratios, group size and daily routines maximised opportunities for learners, teachers and others to connect and interact.

3. *Authentic* – This category encompassed the belief that teaching and learning relationships could and should be authentic and real for both the teacher and the learner. Palmer (1998) uses the phrase “we teach who we are” (p. 1) and encourages teachers to be self-aware and realise that learners can identify the authentic teacher as well as the teacher who is ‘acting’. Participants identified the need for both teachers and learners to be real, to treat learners’ opinions seriously, to talk ‘with’ learners rather than ‘at’ them and to care. They identified a variety of characteristics of the authentic teacher such as one who listens, is respectful and accepting, keeps confidences, is honest and who creates an open, safe and friendly teaching and learning environment. However, equally important are the ethics of such caring, real, authentic relationships such as “the need to achieve balance between necessary intimacy and appropriate distance” (Collins, 2002, p. 50).
4. *Reciprocal* – This category encompassed the belief that relational teaching and learning was reciprocal, that there was a giving and taking by those involved. Reciprocal teaching and learning was seen as the teacher being both a teacher and a learner, and the learner being both a learner and a teacher. Reciprocity was seen as a complex and important aspect of the teaching and learning relationship, being outworked in such ways as: information being given and

received; trust and respect being given and received; and care being given and received. Reciprocity emphasised the learner as well as the teacher, stressing the responsive and reciprocal nature of the socio-cultural context in which the learning/teaching connection took place (Ministry of Education, 1998). However, reciprocal responsive relationships have the potential to be both positive and negative and may not be devoid of tension and ‘power’ despite the best intentions for equality.

5. *Transformational* – This category encompassed the belief that relational teaching and learning could be transformational for those involved. The concept of teaching and learning being more than the transmission of knowledge and developing of skills was recognised and acknowledged by the participants. Being concerned for the whole person has the potential to open the door of transformative change in areas such as attitudes, social responsibility, self and other awareness. The impact of relating to significant others, in this case learners relating to teachers, can play a major role in shaping the way people think about themselves and others. Participants identified change occurring within themselves, their learners and the learners’ families/whanau, as well as within their teaching teams and the wider community. Relational teaching and learning had a rippling effect that brought change because of the people connections that occurred. Making a difference in someone’s life was identified by some of the participants as being a key to them choosing teaching as a career.

### **The strengths and weaknesses of the study**

There are six aspects of this study that could be termed both strengths and weaknesses, they relate to:

- the relational culture of early childhood education as a whole;
- the tertiary provider of the degree programme;
- the participants being known to the researcher over a period of years;
- the fact that all participants were female;
- the study reporting a ‘snap-shot’ of time; and
- metaphors as a data collection tool.

*The relational culture of early childhood education*

The strong emphasis on Relationships, Holistic Development and interactions between Family and Community found in *Te Whāriki* (Ministry of Education, 1996), the New Zealand early childhood education curriculum, creates a strong base for this study. All participants were very familiar with the curriculum and for that reason it might be expected that the findings of the study would concur with the aims and ideals of this document. However, practice does not always line up with expected outcomes and the findings of this study could therefore be interpreted as a positive example of *Te Whāriki* in action. Further, the study did not set out to verify a hypothesis but rather allow a grounded theory to emerge.

*The tertiary provider of the degree programme*

The small size as well as the Christian ethos and ideology of Bethlehem Institute, in which the study was based, are further factors potentially influencing the results of the study. Being small in size (200 students at the time of the study) it aims to nurture a relational learning and teaching culture, with small class sizes and high teacher/student ratios. Alongside this the Christian ethos and ideology of the Institute emphasises, among other things, the attitudes of caring and acceptance amongst both staff and students.

*Participants being known by the researcher*

All participants were either the researcher's colleagues or past students. This factor could be considered a strength or weakness of the study. A strength, in that discussion between researcher and participants could take place out of a professional relationship that had existed for a number of years which may well lead to greater openness and honesty. A weakness in that personal bias could easily occur, that participants could want to 'please' the researcher and thereby attempt to give answers that they considered the researcher wanted. I would argue however, that it was appropriate for a study on the topic of 'relationships' to be conducted within the context of long term professional connections.

### *All female participants*

Being ‘relational’ and ‘caring’ are often considered feminine characteristics; therefore females are likely to value personal relationships as part of teaching. Historically caring for young children has been considered ‘women’s work’ and even today the ratio of men to women early childhood educators is very low. In my experience this applies to teacher educators in the early childhood education field as well. With all the participants of the study being female it could therefore be argued that the findings of this study are skewed because there is not a male participant voice.

### *Snapshot in time*

As with many research studies of this scale, it is acknowledged that this study is a snapshot in time and that the participants are likely to have developed and changed since the data was collected. Alongside this, as a result of participation in the study participants would have become more aware of the relationship factors that abound in their practice and that is likely to have influenced their present teaching and learning relationships.

### *Metaphors as data collection tools*

The use of metaphors as data collection tools within educational research has both strengths and weaknesses. Although metaphors can bridge the divide between abstract and the familiar, theory and practice, thought and action the “complexity (of teaching and learning) makes the use of a single metaphor limiting in examining teachers’ understanding(s)” (Wright et al., 2003, p. 5). However, in this study metaphors were found to “contribute to teachers’ ‘sense-making’ about everyday life in teaching and learning environments” (Monk, 2004, p. 1).

## **Recommendations**

The strengths and weakness of this study outlined in the previous section provide a number of foci for further research. Recommendations for further research are also derived from the findings of this study.

1. The use of metaphors as a data collection tool could be further explored. In this study a single metaphor was used. Future studies might engage

participants over a period of time giving the opportunity to work with and refine a number of metaphors of teaching and learning.

2. This study was based in a small Private Training Establishment with a Christian ethos. An obvious suggestion for further research would be to carry out a similar project in a larger State tertiary institution.
3. The participants of this study were early childhood educators. There are a number of other degree and diploma programmes delivered at the Institute. Further studies might explore the 'relational' nature of the teaching and learning experiences of their staff and graduates.
4. There was no marked intention to engage participants of different cultural groupings or backgrounds. Further studies could include cultural components such as ethnicity, race, age and/or gender.
5. Five theoretical categories emerged from the data collected for this study each of which is worthy of further research in its own right.

### **Concluding comments**

The Ministry of Education (2003, p. 37) states "relationships with students are at the heart of teaching excellence". This study sought to explore the relationships inherent in teaching and learning; relationships that engage the learner/teacher as whole people, real and genuine; relationships that foster development and learning; relationships between learners and teachers, connecting one with another as they engage with the subject at hand; professional relationships that cross the boundaries of age, occurring between adults and children, children and children, and adults and adults; relationships that become a channel for effective teaching and learning.

This study has added to the growing body of knowledge concerned with the essence of excellent teaching. For me it has been an enriching journey that has encouraged me to consider my own teaching/learning relationships, to fan the flame that is deep inside me to serve others as I teach and to take heed of what my students teach me.

Undertaking this study has reminded me again of the great privilege and responsibility I have as a teacher to look outwards and inwards, to nurture the many opportunities for connectedness that come across my path daily. I have been reminded that good teaching comes from personal identity and integrity, joining self, subject and students, the premise upon which Palmer's (1998) book "The Courage to Teach" is based.

Finally, this study has renewed in me the sense that

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves ... the heart is the loom on which the threads are tied, the tension is held, the shuttle flies and the fabric is stretched tight (Palmer, 1998, p. 11).

## Appendix A

### INFORMATION SHEET

(Lecturers and Beginning Teachers)

#### Researcher Introduction

I am Hilary Monk, the Early Childhood Education Programme Coordinator at Bethlehem Institute of Education, Tauranga. At the present time my research interest is in the many and varied relationships involved in teaching and learning. This project is being undertaken as part of the requirements for my Master of Education (Adult Education) degree. If you have any questions about this project I can be contacted at Bethlehem Institute of Education by telephoning (07) 579.1717 or by e-mail [h-monk@bethlehem.ac.nz](mailto:h-monk@bethlehem.ac.nz). You may also direct questions or concerns to my supervisor Dr Marg Gillling at Massey University (Wellington Campus) phone (04) 801.2794 extension 6662.

#### Participant Recruitment

I am contacting you because of your involvement with Bethlehem Institute of Education as a lecturer or student during 1999 – 2002. I have asked the permission of the BIE governance before asking the Institute's secretary to contact you regarding your possible involvement in this study. I am wanting a group of lecturers (who have taught Early Childhood Student Teachers) and a group of graduates (Beginning Teachers in their first two years in the field) to take part in this small study.

#### Project Procedures

The information you give will be used to form the basis of my research study. I hope that the project will be helpful to you in your professional development as you have opportunity to talk about and reflect on the activities of teaching and learning. Alongside this, I anticipate the findings being useful to others in the Tertiary sector that are grappling with concepts such as learning and teaching communities, teaching being a relational activity and asking questions about the nature of Teacher Education. Further, the study will be of value to Bethlehem Institute itself because we as an Institute base our practice on recent and relevant research.

Information gained will be used in the completion of this research study and not for any other purpose. Once the project is completed I anticipate disseminating the findings through:

- a formal thesis
- a summary paper suitable for distribution to the participants
- conference paper presentation/s
- professional development session/s within Bethlehem Institute
- Journal articles

All data collected for the study will be retained by Massey University Wellington for 5 years after which it will be destroyed. During the project data will be stored in a locked filing cabinet accessible only to the researcher and her supervisor. To maintain privacy and confidentiality permission will be sought before using the name of the Institution or the names of the participants, you may prefer to be known by a pseudonym and this option is available to you. A summary paper of the findings of the project will be available to you at the completion of the project if you so wish.

#### Participant Involvement

Data for this study will be gathered in a number of different ways during two separate phases:

1. Individual Interviews: There will be one individual interview during each of the two phases of the project (2 in all). These interviews will be approx 45 minutes in length.



I would like the option of negotiating further individual interviews of approx 30 minutes should the need arise to discuss an emergent theme in more depth.

Interviews would be audio taped.

2. Questionnaire: Participants will be asked to consider their personal metaphors of teaching and learning. It is anticipated that completing this will take approx 10 minutes. Participants may wish to develop their teaching and learning metaphor/s into a written or visual form.
3. Focus Groups: It may emerge that the use of focus groups would provide further data for the project. If this were to be desired, participants would be asked to attend one focus group meeting of approx an hour at a negotiated time suitable to all. The focus group meeting would be recorded on audio tape and participants will be asked to sign the enclosed confidentiality agreement at that time.

### **Participant's Rights**

Your rights as a participant include the following:

- to decline to participate
- to decline to answer any particular question
- to withdraw from the study before the start of phase two
- to ask any questions of the researcher or her supervisor about the study at any time during participation
- to provide information on the understanding that your name will not be used unless you give permission to the researcher
- to have the right to ask for the audio tape to be turned off at any time during the interview/s
- to be provided with interview transcripts for authentication
- to be given access to a summary of the project findings when it is concluded.

### **Committee Approval Statements**

This project has been reviewed and approved by the Bethlehem Institute of Education Human Ethics Committee 9<sup>th</sup> June 2003. If you have any concerns about the conduct of this research, please contact Dr Bob Katterns, Chair, Bethlehem Institute of Education Human Ethics Committee, telephone (07) 579 1702, email [b-katterns@bethlehem.ac.nz](mailto:b-katterns@bethlehem.ac.nz)

This project has been tabled at the Massey University Human Ethics Committee WGTN meeting 11<sup>th</sup> June 2003 as per statement signed by Dr Pushpa Wood. If you have any concerns about the conduct of this research, please contact Dr Pushpa Wood, Chair, Massey University Campus Human Ethics Committee: Wellington, telephone (04) 801 2794 x6723, email [P.Wood@massey.ac.nz](mailto:P.Wood@massey.ac.nz)

## Appendix B

### LETTER OF APPROACH - INSTITUTE

(Address)

1<sup>st</sup> August 2003

Dear ...,

#### *Relationships: The Heart of Teaching?*

This letter is to request your assistance with my Master of Education (Adult Education) research Thesis. I am interested in the question “What is at the heart of teaching?” I am wanting to carry out my research at Bethlehem Institute with participants being four or five lecturers who have taught in the Bachelor of Education (Teaching) Early Childhood Education programme in the years 1999 – 2002 and four or five graduates who are beginning teachers in 2003. I therefore request your permission to contact members of the Institute staff and previous graduates. To avoid any conflict of interest with me personally knowing all possible participants, participants will be contacted initially by someone other than myself (i.e. a tertiary secretary).

I also request your permission to use the Institute’s actual name, or if you would prefer I will use a pseudonym.

Enclosed please find:

- An information sheet
- A consent form – which you are asked to sign and return in the envelope provided

Should you have any questions please contact me phone (07) 576 1717.

Thank you for taking the time to consider this request. I would appreciate your reply to this request by 7<sup>th</sup> August 2003.

Yours sincerely,

Hilary Monk

## **Appendix C**

### **CONSENT FORM - INSTITUTE**

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I/We agree for lecturers and graduates of Bethlehem Institute of Education to be approached to participate in this study under the conditions set out in the Information Sheet.

I/We agree to the Institute's name being used in the report. YES/NO  
(if no)

I/We request that the following pseudonym be used instead

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name – printed \_\_\_\_\_

## Appendix D

### LETTER OF APPROACH - PARTICIPANTS

(Address)

8<sup>th</sup> August 2003

Dear .....,

#### *Relationships: The Heart of Teaching?*

This letter is to request your assistance with Hilary Monk's Master of Education (Adult Education) research Thesis. She is interested in the overall question "What is at the heart of teaching?" The Dean of Bethlehem Institute has agreed that you might be contacted as a possible participant in her study.

You may be wondering why Hilary herself is not contacting you with this request. She has asked me to contact you to avoid any conflict of interest or any pressure on you to participate because you know her. I will be dealing with all possible participants and Hilary will only receive the final list. Please do not contact her, she will contact you when the list of participants is finalised.

Enclosed please find:

- An information sheet
- A consent form – which you are asked to sign and return in the envelope provided

Should you have any questions please contact me in the interim phone (07) 579 1702.

Thank you for taking the time to consider this request. Please indicate your willingness to be involved by completing the consent form and returning it in the envelope provided by 15<sup>th</sup> August 2003.

Yours sincerely,

.....  
Tertiary Secretary

## **Appendix E**

### **CONSENT FORM - PARTICIPANTS**

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to my name being used in the report. YES/NO (if no) I request that the following pseudonym be used instead of my name \_\_\_\_\_

I understand the information gained from my participation will be used for this research project and dissemination of the findings of this project in spoken or written form.

I would be willing/not willing to take part in 2 interviews recognising the possibility of further interviews as outlined in the information sheet.

I agree/do not agree to the interviews being audio taped.

I would be willing/not willing to take part in a focus group\* meeting should it be required.

I agree/do not agree to the focus group meeting being audio taped.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name – printed \_\_\_\_\_

\* A focus group involves a group of people talking on the topic in question.

## **Appendix F**

### **FOCUS GROUP CONFIDENTIALITY AGREEMENT**

I ..... (Full name – printed)

agree to keep confidential all information discussed during the focus group

meeting held on ..... as part of Hilary Monk’s research

project “Relationships: The Heart of Teaching?”

Signature: ..... Date: .....

Full Name – printed .....

## Appendix G

### LETTERS FROM ETHICS COMMITTEES

Copy



Bethlehem Institute of Education  
trading as Bethlehem Institute  
Private Bag 12015  
Elder Lane, Tauranga  
Phone 07 579 1702  
Fax 07 579 1882  
info@bethlehem.ac.nz  
www.bethlehem.ac.nz

9 June 2003

Dr Pushpa Wood  
Chair  
Massey University Human Ethics Committee  
WELLINGTON

Dear Dr Wood

Re Hilary Monk – Applicant for Approval of Proposed Research  
Involving Human Participants

The Human Ethics Committee at Bethlehem Institute of Education has examined the research proposal by Hilary Monk and has given its approval for the study to proceed.

The Committee wishes Hilary well with her exploratory research study, and looks forward to her findings being shared with colleagues and her plans being realised for continuing investigation of the present study's focus.

Yours sincerely

Bob Katterns (Dr)

Chair, Bethlehem Institute of Education  
Human Ethics Committee



study for a brighter future





**Human Ethics Committee: Wellington**

Wellington Campus  
Private Box 756,  
Wellington,  
New Zealand  
Telephone: 64 4 801 2794  
Facsimile: 64 4 801 2692

27 June 2003

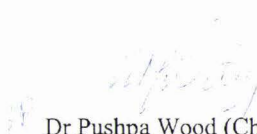
Hilary Monk  
174 Moffat Road  
Bethlehem  
TAURANGA

Dear Hilary

Thank you for advising the Massey University Wellington Human Ethics Committee that you are undertaking a research proposal entitled, "Relationships: The Heart of Teaching?"

The Committee wishes you every success with your project.

Yours sincerely

  
Dr Pushpa Wood (Chair)  
Massey University Human Ethics Committee: Wellington

Cc: Marg Gilling, College of Education, Wellington  
Dr Bob Katterns, Chair, Bethlehem Institute of Education Human Ethics Committee

Te Kunenga ki Purehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey



## **Appendix H**

### **INITIAL INTERVIEW QUESTIONS**

1. Why did you decide to become a teacher?
2. Tell me what teaching means to you; what is important about teaching for you?
3. Tell me what learning means to you; what is important about learning for you?
4. A number of authors allude to teaching being a “relational activity”, could you share your thoughts and/or experiences of that?
5. How did you learn to teach the way you do?

Possible prompts:

1. Can you give me another example of that?
2. Does that happen all the time?
3. Could you elaborate or be more specific?
4. How does that relate to what you said earlier about...?
5. Tell me more.
6. What do you think is the reason behind that?
7. So how would you rank that on a scale of 1 – 10, why do you place it there?

Appendix I

ACTUAL INTERVIEW QUESTIONS

Interview Questions	Notes	Research Themes
What is it about teaching and learning that caused you to take up teaching as a career?		Perceptions of relationships within the activities of teaching and/or learning.
What is it about <u>teaching</u> that keeps you teaching today?		Identifying relationships within the activities of teaching and learning.
What is it about <u>learning</u> that keeps you learning today?		What do teachers think they are doing relationally?
What is at the heart of teaching and learning for you?		
How did you learn to teach the way you do?		Why do teachers teach the way they do?
A number of authors allude to teaching as being a ‘relational activity’ could you share your thoughts and/or experiences of that.		What are their priorities in regard to relationships within teaching and learning activities?
Some authors talk about a ‘learning community’ how would you respond to that thought?		

Prompts
Can you give me another example of Does that happen all the time Could you elaborate or be more specific How does that relate to what you said earlier about... Tell me more What do you think is the reason for that

## Appendix J

### QUESTIONNAIRE

#### Introduction

“A metaphor is a way of thinking, an image that once captured by the mind can guide an action to its completion. Metaphors can be understood as a way of expressing of conceptualising something esoteric, abstruse, and/or abstract in terms that are well known or familiar” (Chen, 2003, p24).

Please consider your personal metaphor/s of **teaching** and **learning** and complete the phrase/s below.

You are welcome to complete as many or as few as you wish.

You may wish to create a picture, use a visual image, write a poem or ...

Please feel free to do this in any way you wish – it is your metaphor.

I would like you to bring your thoughts, creation or ... to our next interview so that it can be the starting point for our discussion.

**Teaching** is like \_\_\_\_\_ because \_\_\_\_\_

**Teaching** is like \_\_\_\_\_ because \_\_\_\_\_

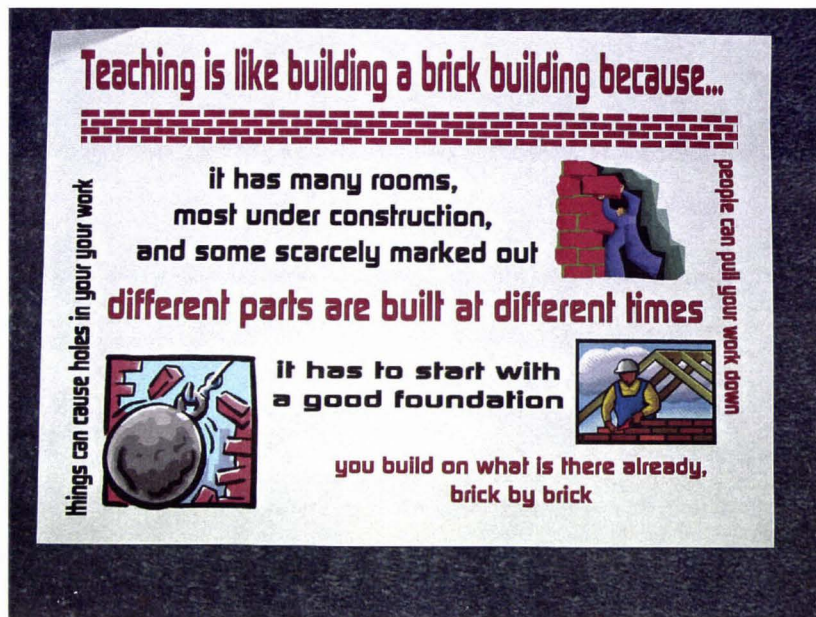
**Learning** is like \_\_\_\_\_ because \_\_\_\_\_

**Learning** is like \_\_\_\_\_ because \_\_\_\_\_

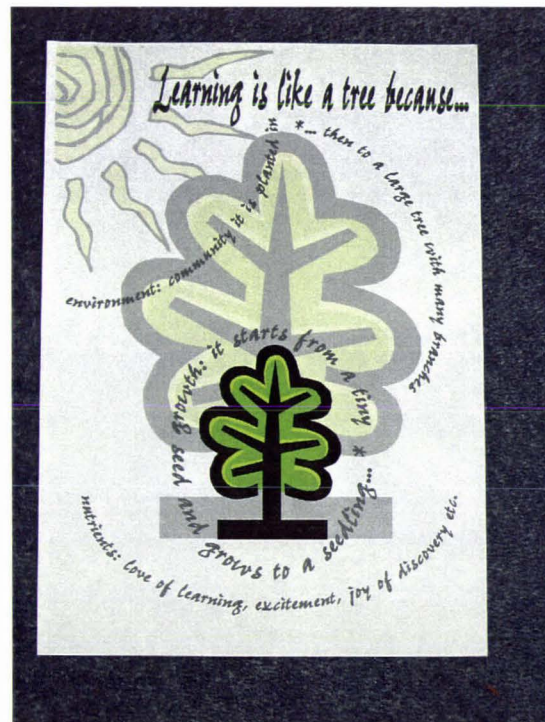
Thank you.

## Appendix K

### PARTICIPANTS' VISUAL IMAGES OF METAPHORS

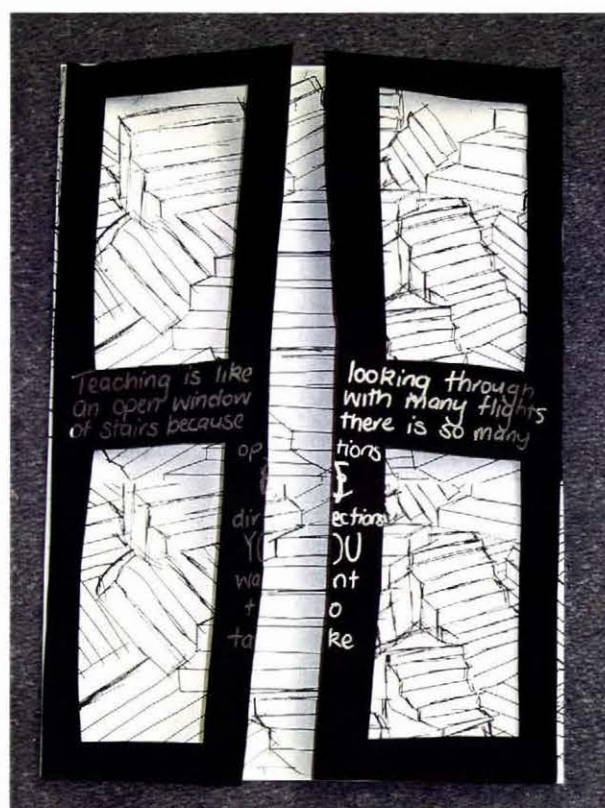


Kaye's Teaching Metaphor



Kaye's Learning Metaphor

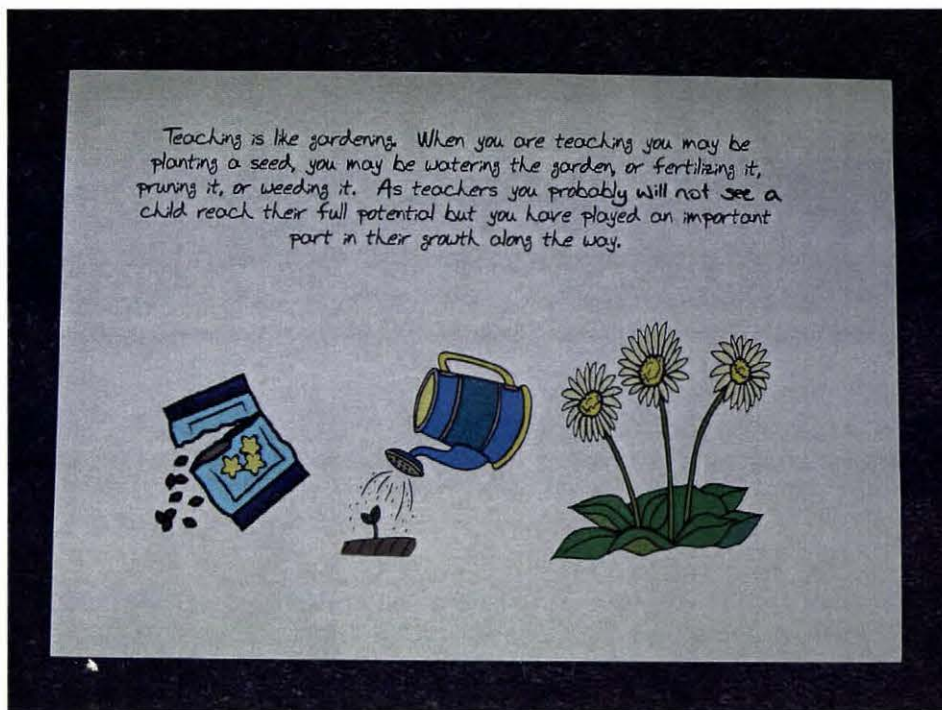




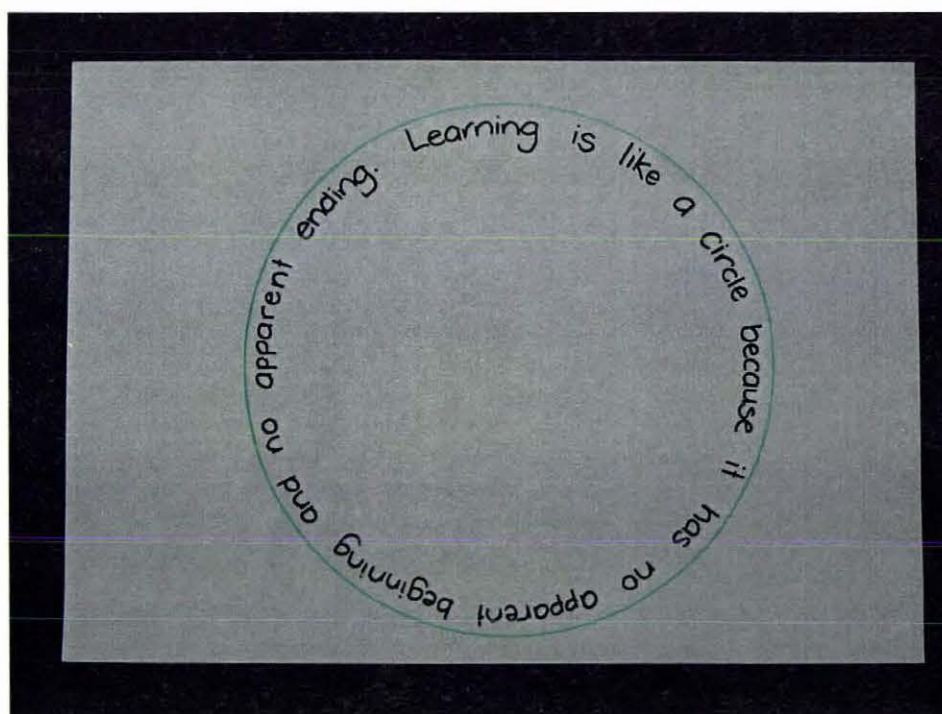
Kerry's Teaching Metaphor



Kerry's Learning Metaphor



Tori's Teaching Metaphor



Tori's Learning Metaphor



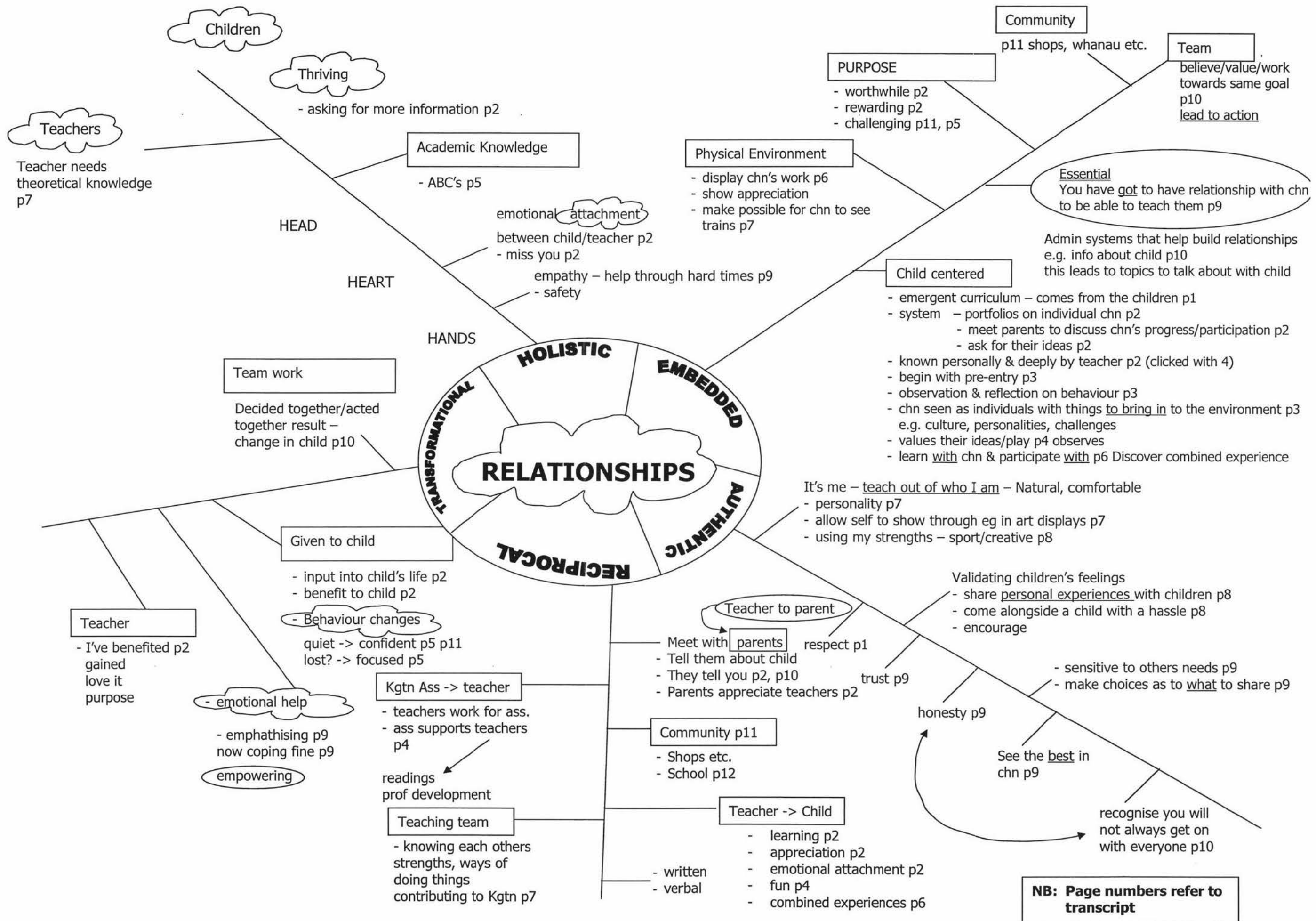
# Appendix L

## PARTICIPANT'S METAPHOR STATEMENTS

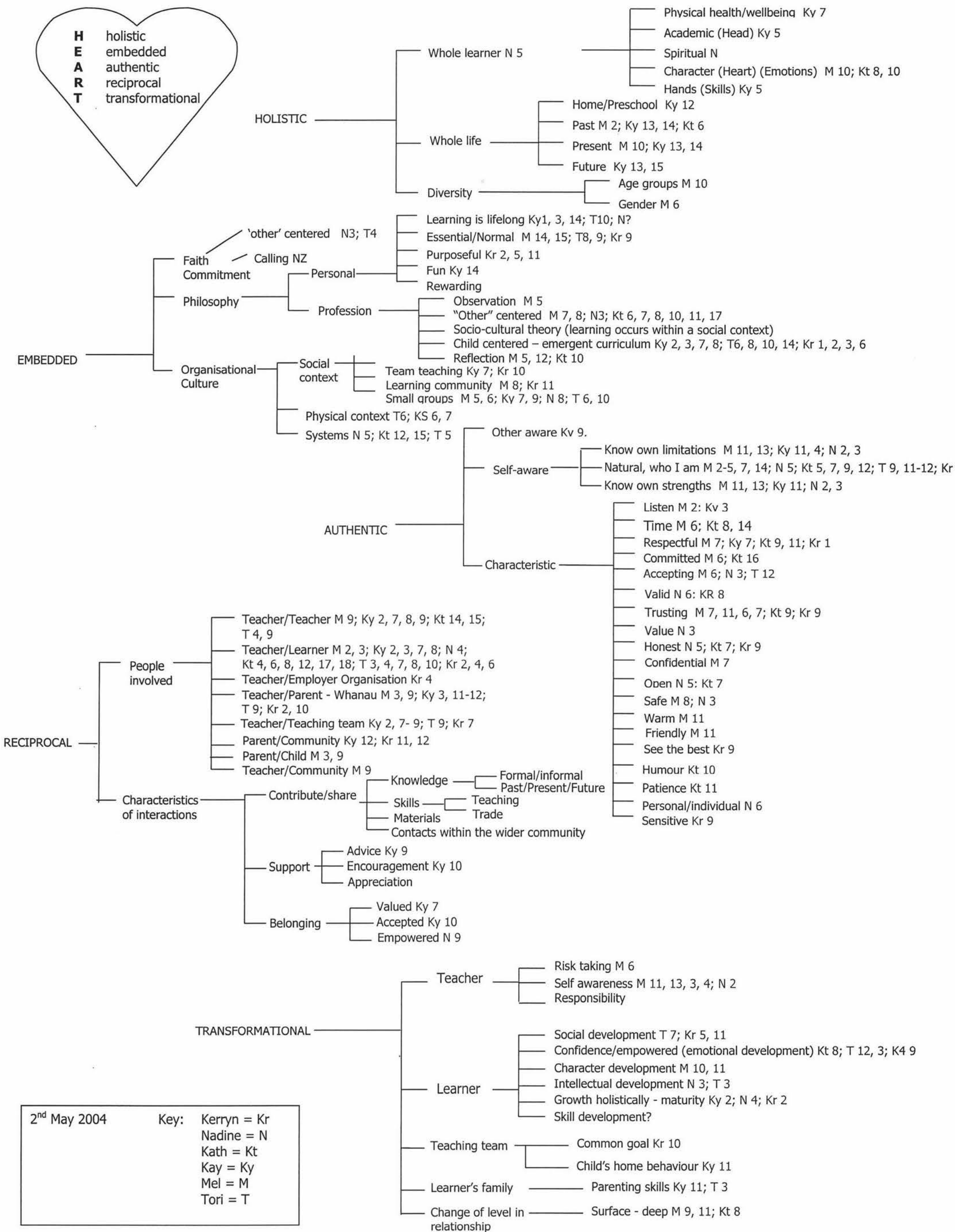
Teaching is like:	Learning is like:
<p><u>Nadine:</u> ... watering a plant because the growth and the result depends on the original plant and the environment and conditions that plant is in at the time.</p> <p>... being the (guide) 'conductor' on a tour bus because you may have been there before, and you can talk about the 'signposted' sights, but you may also see new things that the tourists draw your attention to.</p> <p><u>Kath:</u> ... being a gardener because as with a garden if you care for and nurture what you are growing your desired result will often come to fruition, however if you are a gardener who is only half hearted and leaves much of your gardens growth to fate or the elements without thought or care it can easily wither and die, or become out of control.</p> <p><u>Tori:</u> ... gardening. When you are teaching you may be planting a seed, you may be watering the garden, or fertilizing it pruning it or weeding it. As teachers you probably will not see a child reach their full potential but you have played an important part in their growth along the way.</p> <p><u>Kerryn:</u> ... looking through an open window with many flights of stairs because there is so many options and direction you want to take.</p> <p><u>Kaye:</u> ... a tree because it starts from a tiny seed and grows to a seedling, then to a large tree with many branches.</p>	<p><u>Nadine:</u> ... a glass of water because it refreshes the whole of you to think and act clearly, but it is not functional to your unless you participate.</p> <p>... the journey of seeing a plan then seeing the model of the plan and then seeing the real thing because that's just the way life is (for me).</p> <p><u>Kath:</u> ... going on an unknown bush walk because as we start out we often have the feeling of uncertainty in terms of keeping pace but also of exhilaration as we discover new and interesting sights (insights) as we encounter the different terrain the walk reveals to us.</p> <p><u>Tori:</u> ... a circle because it has not apparent beginning and no apparent ending.</p> <p><u>Kerryn:</u> ... a maze because there are many obstacles on the way but they all help in someway to direct you in the right way.</p> <p><u>Kaye:</u> ... is like a brick building because it has many rooms, most under construction, and some scarcely marked out; different parts are built at different times; it has to start with a good foundation; you build on what is there already, brick by brick; people can pull your work down; things can cause holes in your work.</p>
<p><u>Melody:</u> Teaching and learning is like a tennis match because you need more than one player, requires endurance and skill, can't predict the weather conditions, you win some and lose some, you often have an audience, the ball is always moving, you need ball boys/girls for support, you need a coach, there is a season to play the game and it is fast moving and exciting.</p>	

## **Appendix M**

### **EXAMPLE OF ONE PARTICIPANT'S CODING CHART**



**Appendix N**  
**CODING CHART – ALL PARTICIPANTS**



## Appendix O

### FEEDBACK TO FOCUS GROUP

My research focus was:

How do teaching practitioners (early childhood teacher educators and their graduates) perceive relationship/s within the activities of teaching and/or learning?

The concepts participants spoke of in the first interview were:

- Relationships are **holistic**:
  - They involve the whole learner (physical, social, intellectual, emotional)
  - The learner's whole life (past, present, future)
  - They include a diverse group (age, gender, culture)
- Relationships are **embedded** in teaching and learning:
  - They are part of the organizational culture
  - They are part of personal and professional philosophy
  - They link to a Faith commitment / calling
- Relationships are **authentic**:
  - The teacher needs to be "self-aware", real, natural, know their strengths and limitations
  - The teacher needs to be "other" aware
  - Relationships have characteristics such as respect, honest, open, safe, warm etc.
- Relationships are **reciprocal**:
  - They involve giving and receiving
  - Between teacher and teacher, teacher and learner, teacher and employer, teacher and parent, teacher and teaching team, teacher and parent community, teacher and local community
- Relationships are **transformational**:
  - For teachers, teaching teams, learners, learner's family
  - They can develop from surface to deep

The concepts participants spoke of through their metaphors were:

- That teaching/learning is **reciprocal**
- That teaching/learning is **ongoing**
- That teaching/learning involves having an **overview**
- That teaching/learning is **transformational**

What do you think?

Do these concepts fit with your experience of teaching and learning?

Why or why not?



## **Appendix P**

### **GLOSSARY OF GROUNDED THEORY TERMS**

**Category:** A unit of information that is derived through the analysis of gathered data. It might be an event, an underlying meaning or a pattern within the incident described. Various properties come together to make up a category (Creswell, 1997; Glaser, 1992).

**Concepts:** Labels given to phenomena found in the data. Concepts are identified by coding the data. The terms concept and category seems to interchange and Bryman, (2001, p397) suggests “the term categories is increasingly being employed rather than concepts”.

**Coding:** The key process of breaking down the data into parts and giving these parts names (Bryman, 2001).

**Constant Comparison:** A fundamental operation of data analysis whereby units of information (incidents) are compared one with another within an individual piece of data (e.g. an interview transcript) and across multiple pieces of data (e.g. a group of transcripts) (Glaser, 1992).

**Fit:** A match between the category and the data rather than the data being forced to match the category (Glaser, 1978).

**Incident:** An event or happening. An incident is a unit of data that pertains to the study as part of the data analysis and constant comparison process.

**Memoing:** Ideas written down during the data coding process. These ideas generally relate to emerging categories and are generated through comparison, coding and analysing. As memos are written records of analysis they help with the formation of the theory (Creswell, 1997; Glaser, 1992).

**Modifiability:** The sense in which a grounded theory “should not be written in stone” but rather can be “modified to accommodate by integration new concepts” when new data is presented (Glaser, 1992, p. 15).

**Open Coding:** The first step in the data analysis process where data is segmented into categories of information. This initial step involves constant comparison between incidents provided by each participant and compared between participants. Open coding begins with no preconceived ideas and remains open to what the data holds (Creswell, 1997; Glaser, 1992).

**Properties:** Units of information that are derived from the data. Properties are combined with other units of data (other properties) to form a category. A property is at a lesser level of abstraction than a category (Creswell, 1997; Glaser, 1992).

**Relevance:** The sense in which the theory, made up of categories and their properties, represents the reality of the participants as well as being comprehensible and making sense within the substantive area of study (Strauss and Corbin, 1990). “If a theory fits and works it has achieved relevance” (Glaser, 1992, p. 15).

**Saturation:** In the development of categories, as many incidents, events, activities as possible are sought to support the emergence of the category. A point comes where no new information adds to the understanding of the category – at this point saturation is reached (Creswell, 1997; Glaser, 1992).

**Sorting:** The organising and grouping of memos into an order that makes the theory clear. Sorting is key to formulating and presenting the emergent theory to others (Glaser 1992).

**Works:** If a grounded theory works it will explain the major variations in behaviour in the area of study and process the main concerns of the participants (Glaser, 1992).

## REFERENCES

- Anderson, M. G. (2003). *Ordinary people: Extraordinary teachers*. Unpublished Ed D Thesis, University of St. Thomas, Minnesota.
- Apps, J. W. (1996). *Teaching from the heart*. Malabar, Florida: Krieger.
- Babchuk, W. A. (1996, 15-17 October). *Glaser or Strauss?: Grounded theory and adult education*. Paper presented at the Midwest Research-To-Practice Conference in Adult, Continuing and Community Education, Michigan State University.
- Bachelor of Education (Teaching) Review Team. (2004). *Conceptual framework*. Unpublished manuscript, Bethlehem Institute, Tauranga.
- Beck, M., & Malley, J. (2003). A pedagogy of belonging. *The International Child and Youth Care Network* (50).
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of the Young Child.
- Bethlehem Institute. (2004a). *Conceptual framework: Bachelor of Education (Teaching) Early Childhood Education*. Unpublished manuscript.
- Bethlehem Institute. (2004b). *Graduate diploma in early childhood education: Programme submission*. Tauranga: Bethlehem Institute.
- Bevan-Brown, J. (2003). *The cultural self-review: Providing culturally effective, inclusive, education for Māori learners*. Wellington: New Zealand Council for Educational Research.
- Biesta, G. J. J., & Miedema, S. (2002). Instruction or pedagogy? The need for a transformative conception of education. *Teaching and Teacher Education*, 18, 173 - 181.
- Blaxter, L., Hughes, C., & Tight, M. (1999). *How to research*. Buckingham: Open University Press.
- Bronfenbrenner, U. (1979). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6, pp. 187-251). Greenwich, CT: JAI Press.
- Brookfield, S. D. (1990). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco: Jossey-Bass.
- Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press.
- Chen, D. D. (2003). A classification system for metaphors about teaching. *Journal of Physical Education, Recreation and Dance*, 74(2), 24-36.

- Chen, Z. J. (2000). The impact of teacher-student relationships on college students' learning: Exploring organisational cultures in the classroom. *Communication Quarterly*, 48(2), 76-84.
- Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Collins, J., Harkin, J., & Nind, M. (2002). *Manifesto for learning*. London: Continuum.
- Cortazzi, M., & Jin, L. (1999). Bridges to learning: Metaphors of teaching, learning and language. In L. Cameron & G. Low (Eds.), *Researching and applying metaphor* (pp. 149 -176). Cambridge, UK: Cambridge University Press.
- Cranton, P. (2001). *Becoming an authentic teacher in higher education*. Malabar, Florida: Krieger.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: SAGE.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd edition ed.). Thousand Oaks, CA: Sage Publications.
- Cullen, J. (2003). The challenge of *Te Whāriki*: Catalyst for change? In J. Nuttall (Ed.), *Weaving te whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (pp. 269 - 296). Wellington: New Zealand Council for Educational Research.
- Cummings, A. (2001). The impact on parent's lives. In M. Whalley & Pen Green Centre Team (Eds.), *Involving parents in their children's learning* (pp. 117-134). London: Paul Chapman.
- Darling-Hammond, L. (2002). Educating a profession for equitable practice. In L. Darling-Hammond, J. French & S. P. Garcia-Lopez (Eds.), *Learning to teach for social justice* (pp. 201-213). New York: Teachers College Press, Columbia University.
- Davidson, C., & Tolich, M. (Eds.). (1999). *Social science research in New Zealand: Many paths to understanding*. Auckland: Longman.
- Deiro, J. A. (2003). Do your students know you care? *Educational Leadership*, 60(6), 60-63.
- Dick, B. (2000). *Grounded theory: a thumbnail sketch*. Retrieved 22 June, 2001, from <http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html>
- Dockett, S., & Fler, M. (1999). *Play and pedagogy in early childhood: Bending the rules*. Marrickville, NSW: Harcourt Brace.
- Edwards, C. P., Forman, G. E., & Gandini, L. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norward, New Jersey: Ablex Publishing.

- Farquhar, S. E. (2003). *Quality teaching early foundations: Best evidence synthesis*. Wellington: Ministry of Education.
- Fleer, M. (2003). Early childhood education as an evolving community of practice or as lived social reproduction: Researching the taken-for-granted. *Contemporary Issues in Early Childhood*, 4(1), 64-79.
- Freire, P. (1968). *Pedagogy of the oppressed*. New York: The Seabury Press.
- Gibbs, C. (2004, 24-26 November). *Relational connectedness and authentic identity formation: Becoming and being teacher*. Paper presented at the New Zealand Association for Research in Education Conference, Wellington, New Zealand.
- Glaser, B. G. (1978). *Advances in the methodology of grounded theory: Theoretical sensitivity*. Mill Valley, California: The Sociology Press.
- Glaser, B. G. (1992). *Basics of grounded theory analysis: Emergence vs forcing*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. (1998). *Doing grounded theory: Issues and discussions*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine de Gruyter.
- Grauerholz, L. (2001). Teaching holistically to achieve deep learning. *College Teaching*, 49(4), 44-50.
- Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2003). *Teaching: Challenges and dilemmas* (2nd ed.). Southbank, Victoria: Thomson.
- Hall, C., & Kidman, J. (2002). *Teaching and learning: Mapping the contextual influences*. Unpublished manuscript, Victoria University of Wellington, School of Education.
- Hamer, J., & Adams, P. (2003). *The New Zealand early childhood literacy handbook: Practical literacy ideas for early childhood centres*. Palmerston North: Dunmore Press.
- Hansen, D. (1995). *The call to teach*. New York: Teachers College Press.
- Harper Collins. (1995). *Collins concise dictionary* (3rd ed.). Wrotham, England: Harper Collins.
- Hawk, K., Cowley, E. T., Hill, J., & Sutherland, S. (2001, December). *Relationships: The critical factor in teaching Māori and Pasifika students*. Paper presented at the New Zealand Association for Research in Education Conference, Christchurch, New Zealand.
- Hawk, K., Cowley, E. T., Hill, J., & Sutherland, S. (2002). The importance of the teacher/student relationship for Māori and Pasifika students. *set*, 3, 44-49.

- Hedges, H. (2003). Teaching and learning: Theories that underpin 'wise' practice in Aotearoa/New Zealand. *Early Education*, 31, 5-12.
- Hendrick, J. (Ed.). (1997). *First steps toward teaching the Reggio way*. Upper Saddle River, New Jersey: Prentice Hall.
- Hogan, P. (2003). Teaching and learning as a way of life. *Journal of Philosophy of Education*, 37(2), 207-223.
- Hood, L. (2001). *A city possessed: The Christchurch Civic Creche case: Child abuse, gender politics and the law*. Dunedin: Longacre.
- Houghton, P. (2001). Finding allies. *Phi Delta Kappan*, 706-711.
- Intrator, S. M. (Ed.). (2002). *Stories of the courage to teach: Honoring the teacher's heart*. San Francisco, CA: Jossey-Bass.
- Johnson, B., & Turner, L. A. (2003). Data collection strategies in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 297-319). Thousand Oaks: Sage Publications.
- Kane, R., Sandretto, S., & Heath, C. (2004). An investigation into excellent tertiary teaching: Emphasising reflective practice. *Higher Education*, 47(3), 283 - 310.
- Katterns, B. (2002, 25 March). *The value of relationships-learning for equipping year 1 teachers to work effectively with Māori students*. Paper presented at the Te Puni Kōiri: Hui on the Quality of Teacher Training for Teaching Māori Students, Wellington.
- Keesing-Styles, L. (2000). Possibilities for partnership: Empowering parents to participate. *Early Education*, 24(3), 5-9.
- Keesing-Styles, L. (2003a). *Beyond reflection: Self-study of early childhood pedagogy*. Unpublished manuscript, UNITEC, Institute of Technology.
- Keesing-Styles, L. (2003b). Re-thinking the notion of qualified teachers in early childhood education. *New Zealand Journal of Educational Studies: Te Hautaka Matai Mātauranga o Aotearoa*, 38(2), 235 - 244.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: SAGE.
- Lambert, B. E. (2003). *Introducing research to early childhood students*. Tuggerah, NSW: Social Science Press.
- Leach, L., Neutze, G., & Zepke, N. (2003). Course design and assessment for transformation. In N. Zepke, D. Nugent & L. Leach (Eds.), *Reflection to transformation: A self-help book for teachers* (pp. 155-178). Palmerston North: Dunmore Press.
- MacNaughton, G. (2003). *Shaping early childhood: Learners, curriculum and contexts*. Maidenhead, Berkshire: Open University Press.



- MacNaughton, G., Rolfe, S. A., & Siraj-Batchford, I. (Eds.). (2001). *Doing early childhood research: International perspectives on theory and practice*. Crows Nest, Australia: Allen & Unwin.
- Malaguzzi, L. (1996). History, ideas, and basic philosophy: An interview with Lella Gandini. In C. P. Edwards, L. Gandini & G. E. Forman (Eds.), *The hundred languages of children*. Norwood, NJ: Ablex Publishing.
- McLeod, L. (2003). Communication in early childhood centres: What are we talking about? *New Zealand Research in Early Childhood Education*, 6, 99-111.
- Mezirow, J., & Mezirow, A. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey Bass.
- Ministry of Education. (1993). *Education for the 21st century*. Wellington: Learning Media.
- Ministry of Education. (1996). *Te whāriki: He whāriki matauranga mo nga mokopuna o Aotearoa - Early childhood curriculum*. Wellington: Learning Media.
- Ministry of Education. (1998). *Quality in action: Te mahi whai hua*. Wellington: Learning Media.
- Ministry of Education. (2002). *Excellence, relevance and access: An introduction to the new tertiary education system*. Wellington: Ministry of Education.
- Ministry of Education. (2003). *Ministry of education: Statement of intent 2003 - 2008*. Wellington: Ministry of Education.
- Ministry of Education. (2004). *A strategy for preparing teacher education graduates to teach diverse learners effectively: Draft consultation paper*. Unpublished manuscript.
- Monk, H. (2001). *Caught or taught? Two Christian early childhood centre's expressions of their worldview(s) and philosophy(ies)*. Unpublished Masterate Research Report, Massey University, Wellington.
- Monk, H. (2004, 24 - 26 November). *The steps of change: Kerryn's story*. Paper presented at the New Zealand Association for Research in Education Conference, Wellington, New Zealand.
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. New York: Teachers College Press.
- Noddings, N. (2003). Is teaching a practice? *Journal of Philosophy of Education*, 37(2), 241-252.
- Nuttall, J. (2003a). Influences on the co-construction of the teacher role in early childhood curriculum: Some examples from a New Zealand childcare centre. *International Journal of Early Years Education*, 11(1), 23-31.



- Nuttall, J. (Ed.). (2003b). *Weaving te whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice*. Wellington: New Zealand Council for Educational Research.
- Palmer, P. J. (1993). *To know as we are known: Education as a spiritual journey*. San Francisco: Harper and Row.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Palmer, P. J. (1999). *Good teaching: A matter of living the mystery*. Retrieved 23 January, 2003, from <http://www.mcli.dist.maricopa.edu/events/afc99/articles/goodteaching/html>
- Phillips, D. C. (2003). Theories of teaching and learning. In R. Curren (Ed.), *A companion to the philosophy of education* (pp. 232-244). Malden, MA: Blackwell.
- Pratt, D. D. (1998). Alternative frames of understanding: Introduction to five perspectives. In D. D. Pratt & Associates (Eds.), *Five perspectives on teaching in adult and higher education* (pp. 33-53). Malabar, Florida: Krieger.
- Radnor, H. (2001). *Researching your professional practice: Doing interpretive research*. Buckingham: Open University Press.
- Reedy, T. (2003). Toku Rangatiratanga na te mana-matauranga "Knowledge and power set me free ..." In J. Nuttall (Ed.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (pp. 51-77). Wellington: New Zealand Council for Educational Research.
- Ritchie, J. (2003). *Te Whāriki* as a potential lever for bicultural development. In J. Nuttall (Ed.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (pp. 79-109). Wellington: New Zealand Council for Educational Research.
- Rogers, S., & Renard, L. (1999). Relationship-driven teaching. *Educational Leadership*, 57(1), 34-38.
- Rolfe, S. A., & MacNaughton, G. (2001). Research as a tool. In G. MacNaughton, S. A. Rolfe & I. Siraj-Batchford (Eds.), *Doing early childhood research: International perspectives on theory and practice* (pp. 3-11). Crows Nest, Australia: Allen and Unwin.
- Rompelman, L. (2002). *Affective teaching*. Lanham, Maryland: University Press of America.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. J. (1994). *Building community in schools*. San Francisco: Jossey-Bass.
- Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco: Jossey-Bass.

- Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.
- Slater, L. (2004). Relationship-driven teaching cultivates collaboration and inclusion. *Kappa Delta Pi Record*, 40(2), 58.
- Snook, I. (2003). *The ethical teacher*. Palmerston North: Dunmore Press.
- Stephenson, F. (2001). *Extraordinary teachers: The essence of excellent teaching*. Kansas City: Andrews McMeel.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: SAGE.
- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Te Puni Kokiri. (2001). *The quality of teacher training for teaching Māori students*. Wellington: Te Puni Kokiri.
- Teacher Registration Board. (1997). *A satisfactory teacher and renewing a practising certificate*. Wellington: Teacher Registration Board.
- Tiberius, R. G. (2001). *The why of teacher/student relationships*. Retrieved 5 March, 2002, from <http://www.inform.umd.edu/EdRes/FacRes/CTE/library/res/index.html>
- Tolich, M., & Davidson, C. (1999). *Starting fieldwork: An introduction to qualitative research in New Zealand*. Auckland, NZ: Oxford University Press.
- Walsh, D. J., & Maffei, M. J. (2001). *Never in a class by themselves: An examination of behaviors affecting the student-professor relationship*. Retrieved 5 March, 2002, from <http://www.inform.umd.edu/EdRes/FacRes/CTE/library/res/index.html>
- Weade, R., & Ernst, G. (1990). Pictures of life in classrooms, and the search for metaphors to frame them. *Theory into Practice*, 29(2), 133-141.
- Whalley, M., & Pen Green Centre Team. (2001). *Involving parents in their children's learning*. London: Paul Chapman.
- Wilson, R. C., Gaff, J. G., Dienst, E. R., Wood, L., & Bavry, J. L. (1975). *College professors and their impact on students*. New York: Wiley-Interscience.
- Wink, J. (2001). Finding the freedom to teach and learn, and live. In W. Goodman (Ed.), *Living and teaching in an unjust world*. Portsmouth, NH: Heinemann.
- Wood, D. (1998). Aspects of teaching and learning. In M. Woodhead, D. Faulkner & K. Littleton (Eds.), *Cultural worlds of early childhood* (pp. 157-177). London: The Open University.

- Wright, V. H., Sundberg, C. W., Yarbrough, S., Wilson, E., & Stallworth, B. J. (2003). Construction of teaching metaphors through the use of technology. *Electronic Journal for the Integration of Technology in Education*, 2(1), 2-22.
- Youngs, H. (2002). *Servant leadership in higher education: A case study*. Unpublished Master of Educational Management Thesis, UNITEC Institute of Technology, Auckland.
- Zepke, N. (2003a). Inclusive teaching: Making space for difference. In N. Zepke, D. Nugent & L. Leach (Eds.), *Reflection to transformation: A self-help book for teachers* (pp. 89-104). Palmerston North: Dunmore Press.
- Zepke, N. (2003b). Reflecting - learning - teaching. In N. Zepke, D. Nugent & L. Leach (Eds.), *Reflection to transformation: A self-help book for teachers* (pp. 17-33). Palmerston North: Dunmore Press.